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A study of retention strategies in a special services program at Michigan State University

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A STUDY OF RETENTION STRATEGIES IN A SPECIAL SERVICES PROGRAM AT MICHIGAN STATE UNIVERSITY

By

Ernest S. Betts, Jr.

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1988

ABSTRACT

A STUDY OF RETENTION STRATEGIES IN A SPECIAL SERVICES PROGRAM AT MICHIGAN STATE UNIVERSITY

By

Ernest S. Betts, Jr.

The purpose of this study was to investigate two groups of College Achievement Program students' perceptions of the benefits of special-programs retention strategies toward persistence at Michigan State University. The results of this study may provide university administrators with better knowledge about potential students' attitudes concerning their admission to a special services program.

This study consisted of comparing two groups of students. The first group received lower-than-expected first-term college grades. Group Two comprised students who received as expected or above expected first-term grades. Data were gathered from three survey instruments: an in-coming freshman survey, which was administered before students began classes; a parallel follow-up survey, which was administered after students completed their freshman and sophomore years; and a supplemental junior survey, administered after students moved from sophomore to junior status. The data were tabulated by using a two-tailed t-test for comparison of means and a z-test for the mean difference between Hypotheses 1 and 2.

The major findings were as follows:

1. There was no significant difference between the two groups in terms of freshman College Achievement Program students' perceptions and expectations with respect to academic, social, and personal factors related to academic success at the time they entered the university.

2. There was no significant difference between the two groups of College Achievement Program students' perceptions with respect to changes in the same selected factors on completion of their freshman and sophomore years.

3. There was a significant difference between the two groups of College Achievement Program students' perceptions with respect to the same factors related to academic success between the time students entered and until they achieved junior status.

4. There was no significant difference between the two groups of College Achievement Program students' perceptions of the value of academic programs offered by the Office of Supportive Services at the beginning of their junior year.

DEDICATION

To Tsung-Ai

This dissertation is dedicated to you for your patience, willing sacrifices, moral support, and encouragement when times were so tough that I questioned the worth of completion.

To my mother, Addie, and my father, Ernest, Sr., for the years of sponsorship, training, and faith that I could accomplish any set goals and objectives through hard work and desire.

To my daughter, Erica, who has added a lot of love, appreciation of life, and happiness to our family.

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I wish to express my sincere thanks and appreciation to the numerous people who assisted, advised, and encouraged me throughout the duration of this study.

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A special thank-you is extended to the 100 College Achievement Admission Program students who volunteered to participate in this study.

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Persistence in college is an old issue with a new focus. In the past the term most often used was "attrition," and the focus was upon students dropping out, implying deficiencies in the selection process. More recently, "retention" has been used to describe the same problem, and implicit in the definition is a change in focus from the student to the institution. The issue, given the students who were admitted, is what can be modified in the educational process so that these students will be retained? In a span of two decades, higher education has moved from an emphasis upon education for selectively admitted students who can meet institutionally imposed standards to the necessity for many institutions to adapt their programs to the educational needs of nontraditional students. The emphasis is not only upon educational access for all, but more important, upon education for each (Cross, 1976).

In the past, when there was an oversupply of students, retention was mainly an ethical issue involving questions concerning equal opportunity and access to higher education, loss of talent, and student waste of time and effort. "Now that the pool of college age students has diminished" (Carnegie Council, 1974), retention has become a practical issue involving the survival of many institutions

of higher education, where, if a student drops out of college, he/she may not be able to be replaced as in the past (Shulman, 1976). Along with a limited number of students there is a shortage of resources, which makes cost a primary determinant of educational policy. Overall, retention may be more cost effective than recruitment (Astin, 1975). The loss of students always has been a problem for the higher education institutions, but in the past, with a relatively large number of potential students available, the impact was qualitative rather than quantitative. Qualitative changes are usually subtle and more easily overlooked, and although attrition meant the loss of potential talents of students, the existence of the institution was not threatened.

More recently, student attrition has been perceived in quantitative terms in relation to supply/demand factors. Many institutions are presently relaxing admissions criteria and are actively recruiting disadvantaged students in order to increase enrollments (Henderson, 1979). Ironically, as disadvantaged students become more of a means to insure survival of institutions, they may become an end within themselves. Institutions of higher education recognize they must now respond to the needs of disadvantaged students if they are to maintain enrollments. The major motivation of retention efforts may now have quantitative goals if student enrollments are to be increased or maintained.

Statement of the Problem

> Most disadvantaged students enter institutions of higher education lacking a good financial base that they can depend on; inadequate high school preparation in subjects like math, basic sciences and reading and writing. Furthermore, they frequently encounter problems with time management, study skills and test taking skills. (Hechinger, 1979)

The present researcher has worked in Michigan State University Special Services Program[1] for seven years. During this time, he has witnessed many freshman students entering the Special Services Program with the attitude that they do not need any special academic assistance for survival. The general problem of this study was to determine whether, and to what extent, entering students with unrealistic academic expectations differ from entering students with realistic academic expectations, in terms of their perceptions of the College Achievement Program and other selected areas of the University environment at the end of their sophomore year. Realistic and unrealistic expectations were determined by the extent to which the entering students accurately estimated their first-term grade point averages (GPAs).

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[1]Special Services Programs: Michigan State University programs that provide services to low-income, first generation and handicapper students. The ultimate goal of such programs is to increase the retention and graduation rate of disadvantage and handicapper students enrolled at MSU.

Population and Sample

During the 1983 summer freshman orientation at Michigan State University, College Achievement Admissions Program[2] students were asked to complete an in-coming student survey. A total of 175 (60%) of the entering students completed the survey instrument. The survey purpose was to provide program counselors with information on student perceptions and expectations concerning their academic preparedness, financial need, and career aspirations before they actually entered college.

At the end of their sophomore year a sample of College Achievement Program students who completed their in-coming student survey were asked to complete both a follow-up survey and a supplemental junior survey. This study examined Michigan State University's Special Services students' (hereafter referred to as College Achievement Program students) perceptions of existing programs that are designed to increase their chances for academic achievement. Two groups of College Achievement Program students, selected at random, were studied. College Achievement Program students with inflated expectations on the freshman in-coming student survey of their first-term GPA comprised Group One. College Achievement Program students with accurate or conservative

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[2]CAAP: The acronym used to identify the College Achievement Admissions Program. The program considers for admission the minority and disadvantaged student who may not qualify under the regular criteria for admissions.

expectations of their first-term GPA comprised Group Two. Both groups were compared by using three survey instruments.

1. In-coming Student Survey: provides information on what entering College Achievement Program students' expectations will be of life at MSU before enrollment.

2. Follow-up Student Survey: provides information about the degree of change in the expectations of College Achievement Program students after completing freshman and sophomore years. This survey is parallel to the In-coming Student Survey.

3. Supplemental Junior Survey: provides information on College Achievement Program students' perceptions of the program strategies of the Office of Supportive Services (OSS) in helping them attain junior status.

A total of 100 randomly selected College Achievement Program students who had completed their sophomore years were surveyed for this study. Of these 100 students, it was determined that 64 of them had inflated estimates of their GPA at the end of their first term; these students were assigned to Group One. This group comprised 25 male and 39 female junior-level College Achievement Program students. Their ages ranged between 19 and 21 years. In Group One, of the 64 students surveyed, 61% were females and 39% were males.

Of the 100 students, it was determined that 36 of them had accurate or conservative estimates of their GPA at the end of their first term; these students were assigned to Group Two. Group Two comprised 15 male and 21 female College Achievement Program students

who had completed their freshman and sophomore years. Their ages ranged between 19 and 21 years. In Group Two, of the total 36 students surveyed, 58% were females and 42% were males.

In February 1986, the same 100 junior-level College Achievement Program students selected for the above sample were asked to complete the Follow-up Student Survey and a Supplemental Junior Survey. Of the 100 students surveyed, 92% responded.

Of the 92 students responding to the follow-up survey and the supplementary survey, 57 (63%) of the students had inflated expectations for their GPAs and thus were assigned to Group One. Group Two constituted 35 (37%) of the total respondents and comprised 14% males and 23% females.

Research Questions

The study of the two groups was designed to provide information concerning the following research questions:

1. Do entering students who have accurate or conservative expectations of their first term GPA and students who have inflated expectations of their first-term GPA differ in terms of their expectations and perceptions of selected academic, social, and personal factors? These factors were (a) financial aid, (b) problems with taking tests, (c) poor study habits, (d) academic counseling, and (e) tutoring.

2. Do students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA differ in terms of their perceptions of

these same factors after completing their freshman and sophomore years?

3. Do College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA differ in terms of their perceptions of these same factors between the time they enter until the time they reach junior status?

4. At the beginning of their junior year, do students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA differ in terms of their perceptions of the value of programs offered by the Office of Supportive Services?

Purpose of the Study

Michigan State University recognizes the need for academic assistance for educationally, economically, and culturally disadvantaged students (Hamilton, 1973). The purpose of this study was to investigate two groups of College Achievement Program students' perceptions of the benefits of special programs' retention strategies toward persistence at Michigan State University. In an era of declining enrollments, birth rates, and monetary resources, universities are realizing the need to account for their expenditures and to develop new pools of potential students. "A recent report published by the American Association for Higher Education (1977) indicated that by the year 2000, zero population growth might be reached and that the potential pool for traditional

college-age students will be significantly reduced in the next 30 years" (Jackson, 1979).

The results of this study may provide admissions administrators with better knowledge about potential students' attitudes concerning their admission to a special program and a look at their motivations, expectations, and adaptive behaviors upon arrival. Answers to the questions addressed in the study should provide university guidance counselors as well as administrators with information on the degree of importance of the various retention strategies being used by recognized successful special services programs at MSU, Marquette University, and Southeastern Community College. More specifically, it is hoped that from this study some results can be obtained that will add to the College Achievement Program's knowledge about how College Achievement Program students can increase their persistence at Michigan State University and how the results of the study can aid other colleges and universities around the country with special services programs and increase the student retention rate.

Research Design and Methodology

This research study consisted of comparing two groups of students. The first group of students were those who received lower than expected first-term college grades. Group Two was composed of those students who received first-term grades at or above those expected. Data were gathered from three survey instruments: (a) an in-coming freshman survey which was administered before students

began college classes, (b) a parallel follow-up student survey which was administered after students had completed their freshman and sophomore years, and (c) a supplemental junior survey which was administered shortly after the students moved from sophomore (lower division) status to junior (upper division) status.

The freshman survey and the follow-up survey consisted of parallel forms and solicited information concerning the perceptions and expectations of the students on their academic abilities, financial need, and degree aspirations. Students were asked to indicate their expected first-term GPA in the freshman survey. University records were examined to determine if the students predicted higher GPAs, accurate GPAs, or lower GPAs than they expected. Students who did as well as or better than they expected formed one group, whereas students who did worse than they expected formed a second group. The groups were compared to determine if there were differential perceptual changes during the two years between students whose grade experiences were consistent with or better than their expectations and students whose expectations were unrealistically high.

The supplemental survey solicited information concerning students' perceptions of the benefit of support activities provided by the Office of Supportive Services. The two groups were compared to determine if there were differences in their perceptions of the value of programs offered by the Office of Supportive Services.

A descriptive statistical analysis of the two groups' responses concerning the selected areas of study was chosen on the basis of its relevance to College Achievement Program students' persistence. The appropriate t-test for the difference between means and z-test for the mean difference between Hypotheses 1 and 2 were used to accept or reject the null hypotheses presented.

Research Hypotheses

In surveying College Achievement Program students, the following null hypotheses were developed:

Hypothesis 1: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of selected factors related to academic success at the time they enter the university.

Hypothesis 2: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of these same factors after completing their freshman and sophomore years.

Hypothesis 3: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in their perceptions between the time they enter and the time they reach junior status.

Hypothesis 4: At the beginning of their junior year, College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of the value of programs offered by the Office of Supportive Services.

Definition of Terms

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

Retention: - persistence to the completion of a degree or certificate
- persistence to the completion of a chosen program but short of a degree or certificate
- persistence to completion of a term or a course
- persistence to the attainment of a personal goal but short of a degree or a certificate. (Lenning, Beal, & Sauer, 1980)

Economically disadvantaged students: "Those individuals who possess acceptable academic credentials but who, because of financial disability, are inadequately represented in institutions of higher education" (Hamilton, 1980). Moreover, these students are from low-income families and require financial assistance in order to pursue programs of study at the university. They display a variety of special problems such as (a) difficulty in completing financial aid applications (b) mismanagement of school and personal expenses, and (c) applying late for financial aid (Proposal for special program disadvantaged and handicapper students, 1980-84).

Educationally disadvantaged students: "Those individuals who have academic potential, but who, because of their economic, cultural or educational background or environment, would be unable to realize that potential without special support services." They typically enter Michigan State University less prepared than traditional students as displayed by their SAT and ACT scores (Proposal for special program disadvantaged and handicapper students, 1980-84).

College Achievement Program students: Students admitted to Michigan State University via special admissions criteria established by the Office of Special Programs and the Office of

Admissions and Scholarships (Proposal for low-income, first generation and handicapper students, 1984-87).

Special services program: Michigan State University programs that provide services to low-income, first generation and handicapper students. Its ultimate goal is to increase the retention and graduation rate of disadvantaged and handicapper students enrolled at Michigan State University (Proposal for low-income, first generation and handicapper students, 1984-87).

Qualitative counseling: Term used to denote counseling that includes informative strategies for students to help with decision making. The opposite of intrusive counseling, in which a university advisor tells a student what he/she must do.

CAAP: Term used to identify the College Achievement Admissions Program. The program considers for admission the minority and disadvantaged student who may not qualify under the regular criteria for admissions (Proposal for low-income, first generation and handicapper students, 1984-87).

Persistence: The amount of time between when a developmental student began in the College Achievement Program at Michigan State University and the last term he/she was in attendance (Proposal for special programs disadvantaged and handicapper students, 1980-84).

Nontraditional: Students who as a population possess different needs and services than traditional students as a result of being new to the college environment (Proposal for special programs disadvantaged and handicapper students, 1980-84).

Supportive services: A sub-unit of special services programs and the Undergraduate University Division under the Office of the Assistant Provost that has several functions:

1. To work closely with the Office of Admissions and Scholarships to facilitate the enrollment of students from educationally disadvantaged backgrounds.

2. To provide these disadvantaged students with instructional support programs designed to facilitate their achievement of satisfactory academic progress.

3. To provide on-going evaluation of various program components and monitor the academic progress of students from educationally disadvantaged backgrounds.

4. To provide students with academic guidance and counseling services designed to facilitate their successful adaptation to the Michigan State University environment (Statement on special programs and the education of disadvantaged and minority students, Hamilton, 1977).

Drop-outs: Students who are no longer enrolled at the institution four years after matriculation, and who did not graduate (Lea, Sedlacek, & Stewart, 1979).

Study Limitations and Delimitations

This study was delimited to students enrolled at Michigan State University through the College Achievement Admissions Program. The population from which the sample was drawn was College Achievement Program students rather than handicapper or special services

students. As a result, the findings may be generalized to disadvantaged students at this institution and possibly others with TRIO[3]-funded special services programs. As with any survey, this study was limited by the response rate of those surveyed, difficulties in tabulation, and validation. Furthermore, the study was limited to those randomly selected students who were willing to participate; nonparticipants may be different from the study participants. Finally, limitations surround development of adequate sampling procedures, including the questionnaire instrument, which provide subjective responses where some bias is inevitable.

Overview of the Dissertation

In Chapter II, the literature pertinent to this study is reviewed. The first section gives an in-depth history of the Special Services Program at Michigan State University. The second section reviews special services programs at other institutions, while the third section reviews literature identifying needs and academic problems of disadvantaged students. The design and method of conducting this study are presented in Chapter III. This chapter includes the design and development of the instrument used to collect the data, the procedures selected to analyze the data, and a description of the source of the data. Chapter IV includes a

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[3]TRIO Programs were established through the Higher Education Act of 1965 and represent special programs for students from disadvantaged backgrounds. TRIO programs at MSU include the Office of Supportive Services, Upward Bound, and the Office for Programs for Handicapper Students.

presentation of the data collected during the study in a descriptive form. The analysis of the data and a summary of findings conclude this chapter. Chapter V, the final chapter, contains a statement of findings, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

There is a large amount of literature on the entrance of minority and low-income students into predominantly white institutions of higher education. The influx of this population, which is defined as "culturally disadvantaged," "nontraditional," "developmental," and "educationally disadvantaged," began in the 1960s with an increase in enrollment of some 66,000 freshmen from low-income families (Jackson, 1978). These students typically entered through federally funded TRIO programs legislated by the Higher Education Act of 1965 and reauthorized by the 1972 amendments (Rovezzi-Carrol & Thompson, 1980). TRIO represents five discretionary grant programs--Upward Bound, Talent Search, Equal Opportunity, Handicapper, and Special Services--all of which are designed to assist low-income and disadvantaged students in attaining postsecondary education.

The major emphasis of special service programs was to develop skills that are characteristic of high-achieving students, particularly those skills needed in mathematics and language. The remedial and compensatory programs were necessary in order for students to cope with traditional source requirements. Meadows

(1981), in his review of literature, made note of research conducted by Gordon and Wilkerson (1966) on compensatory educational programs at a variety of schools. They concluded that special services programs had four general objectives: (a) helping the disadvantaged to develop their potential and providing them with equal opportunities, (b) assisting in the elimination of academic deficiencies, (c) studying the effects of such programs, and (d) achieving a diversified student body.

As stated above, numerous studies have investigated the characteristics and aspects of special services programs for minority and low-income students. However, much of the literature has not analyzed the various types of retention strategies used in special programs and the benefits of these strategies in preparing students to become academically successful. This study attempted to undertake such an investigation by reviewing programs at other institutions as well as at Michigan State University.

The literature search included two major sources: (a) Educational Resources Information Center (ERIC) and (b) Dissertation Abstracts International. The literature review is divided into three major headings:

1. Academic Problems and Needs of Disadvantaged Students
    A. Recruitment
    B. Student Orientation
    C. Financial Aid
    D. Institutional Commitment

2. The Special Services Program at Michigan State University
3. Special Services Programs at Other Institutions
   A. Marquette University
   B. Southeastern Community College

Academic Problems and Needs of Disadvantaged Students

When researching the academic problems and needs of disadvantaged students in special services programs, attention needs to be given to the make-up of those students, most of whom are minorities. A consideration of minority student retention in the 1980s requires a close look at the social and educational context in which it occurs. Educators must recognize that in the social context, the social drama of the 1980s is very different from the drama of the late 1960s and early 1970s, when tremendous increases were seen in minority enrollment in higher education. The difference in the 1980s is that social consciousness in the United States has sharply declined. The country is witnessing a significant turn-around against affirmative action and similar equal opportunity programs (Smith, 1980).

Historically, when minority populations managed to open the door to specific areas of opportunity, such as mainstream education or mainstream economic involvement, the opportunities lessened as a result of political or social pressure. This is essentially what happened around 1973, when the number of minority students enrolled in predominantly white institutions sharply declined. The Census Bureau Report 1979 estimate of college enrollment indicated that the

number of black students dropped by 7.5% from 1,103,000 in 1977 to 1,020,000 in 1978. The number of students of Spanish origin dropped by 9.8% from 418,000 in 1977 to 370,000 in 1978.

By the latter part of the 1980s and into the 1990s, the number of 18- to 24-year-old students entering and pursuing a college degree is expected to decline. This is evident in the lowered number of 18 year old available for college, the high dropout rate of minority students in high school, a rate that is increasing, and the changes in eligibility requirements for financial aid. The high school dropout problem is especially severe in the larger urban areas. It is this issue educators must consider before thinking about the issue of retention in college (Astin, 1979).

A longitudinal study conducted in 1975 by Alexander Astin of the Higher Education Research Institute showed disproportionate college entrance rates between white students and black students. According to Astin's data, 54% of white students who graduate from high school enter college immediately, compared with only 38.2% of black high school students. If black high school students had gone to college in the same proportion as white students, the enrollment of black freshmen would have increased by 178,119. Many potentially successful minority students are lost in the secondary schools because they never even consider going to college.

To maintain a fairly steady source of minority and disadvantaged students, colleges and universities must prepare now by developing more distinctive images and more effective means of marketing their services. Admission administrators will have to

develop an effective communication system and a strong working relationship with the elementary and secondary schools (Turner, 1980). Colleges and universities can take the first step by initiating a series of meetings with the principals and other administrators of elementary and secondary schools that enroll a substantial number of disadvantaged students. Recruitment and retention should be of major concern not only to disadvantaged students and those involved with special programs, but to administrators, faculty, and staff.

Schell (1981) discussed a program at Berkely which is keyed to minority and disadvantaged students. "University math education staff, faculty and graduate and undergraduate students work on a day-to-day basis with teachers and students in the classroom and with administrators and counselors at eight inner-city junior and high schools." The program offers a wide range of consultative services to the schools--from assistance in strengthening the curriculum, sharing classroom instruction, and advanced study groups before and after school, to providing planning and management support for school administrators. The active interest of university faculty might be the catalyst to create such professional communities within the high schools for the teachers of English, math, or science whose interests run more toward college preparatory programs than toward remediation or vocational training.

Among the perceived causes of academic unpreparedness of disadvantaged students are some that are linked to characteristics

of the student and some that arise out of characteristics of the schools. The problem has many dimensions, but perhaps the most critical is the quality and morale of the teaching profession itself.

Ernest Boyer (1982), president of the Carnegie Foundation for the Advancement of Teaching, observed that "The teaching profession is caught in a vicious cycle. Spiraling downward. Rewards are few, morale is low, the best teachers are bailing out, and the supply of good recruits is drying up." Atkin (1981), Dean of the Graduate School of Education at Stanford, put it even more bluntly: "The intellectual ability of those college freshmen who intended to teach, as measured by standardized tests, is markedly lower than that of college majors in every other field except ethnic studies." Evidence for the marked decline in the quality of those entering teaching can be found in SAT scores. From 1972 to 1980, SAT verbal scores for college-bound seniors planning to major in education dropped from 418 to 339, a loss of 79 points, while SAT math scores in that population dropped 31 points, from 449 to 418. This is a much steeper decline than the national average for the SAT over the same period, which dropped 21 points on the verbal and 15 on the math test (Sykes, 1981).

Trow (1966) discussed this problem a step further when he stated:

> The lower incomes of teachers, as compared with incomes of school administrators, of men who leave education, and of most other occupations requiring a comparable amount of education, account for much of this unfortunate pattern of recruitment and retention of male teachers. Moreover, the relatively low

> status of teaching below the college level, which is both a cause and a consequence of the low salaries also helps to explain why teaching attracts and holds too few of the most able.

The curricula of high schools are also sources of worry for higher education. The California State Board of Education recently pointed out that:

> The high schools now have fewer requirements and a wider variety of electives than they did a decade ago, allowing students and counselors more latitude to change course schedules that do not contain courses the university faculty considers important. At the same time, advanced electives are being eliminated so that schools can offer more basic courses for the poorer performers. Textbooks have been rewritten at lower reading levels and are consequently not as challenging for advanced students. Little homework is getting assigned in many classes, reducing the amount of practice students get in skill areas. All over the state schools have cut back from seven to six and from six to five periods reducing further the student's ability to take the courses needed for college preparation. Individual teachers' workloads have increased, limiting the amount of attention they can give individual students and reducing the intellectual demands they can make in their classes. (Report to the Policy Committee, 1981)

From the readings several factors emerged that are projected to have a substantial impact on the retention rates of disadvantaged students in predominantly white institutions in the 1980s. Some of these factors include recruitment, student orientation, financial aid, faculty and staff, peer counseling, and institutional commitment.

Recruitment

The methods of minority recruitment used in the late 1960s and early 1970s are no longer effective. These, for the most part, have been hit-and-miss recruitment efforts; that is, a recruiter goes to a high school campus, sets up a card table, and displays a poster

and brochures from the school (Greenbaum, 1981). To attract quality disadvantaged students in the late 1980s, recruiters will have to become much more resourceful and creative. Research has indicated that people make the decision to attend college much earlier, before they enter high school. Therefore, the only way to make an impact on recruitment efforts is to provide the option of college to the student at an early age. The program mentioned at Berkeley is attempting to do this by working with minorities and low-income junior high school students (Schell, 1981). Other findings on factors influencing the decision to attend college have suggested that the most influential person in anyone's decision to go to college is neither a college representative, nor a high school counselor, nor a teacher. Rather, the most influential person in this decision is the parent. Therefore, efforts should be made to meet with disadvantaged students' parents to discuss educational options for their children. The emphasis should be on instilling the ideal of attending a college and also of deciding on a career early in a child's life. Careers that do not include or call for a college education are also important to discuss with disadvantaged students and their parents.

College recruiters have, for the most part, done a very poor job of reaching the parents of prospective disadvantaged or nontraditional students. Recruitment efforts in the 1980s must be redirected toward parents. The recruiter will have to be honest and well prepared, with a thorough knowledge of both the academic and

nonacademic aspects of his/her institution. The recruiter will also need to be aware of the employment projections for various career areas. To be effective, the recruiter must have a keen sense of the campus environment and must share this information candidly with prospective students. In the 1980s, the recruiter's task involves getting more nontraditional students into college, but not for the sake of "beefing up" the minority student enrollment without concern for academic performance and retention. Recruitment practices must reflect the highest moral and ethical standards, or they run the risk of providing little more than the opportunity for high-risk disadvantaged students to become discouraged, to experience another defeat, and to drop out or be dismissed with a sense of failure or inadequacy (Anderson, 1978). Once students are recruited and arrive on campus, they need to become fully involved in orientation.

Student Orientation

The student who knows what to expect and who has been fully oriented and motivated to use the available resources and services is in a much better position to survive the obstacles of higher education (Scott, 1978). Although it is the university's responsibility to provide orientation programs for all new students, minority educators can and should augment the university's efforts by seeing that students receive information that is particularly relevant to disadvantaged students. By introducing disadvantaged students to faculty and staff in their area of interest and by giving them academic and nonacademic tips, disadvantaged students

would have a greater chance for success their first year (Oliver, 1978). Not only do many disadvantaged students need to be oriented during the first week or two, but they need assistance throughout their first year. Orientation should be on-going because many new students experience culture shock, which interferes with their ability to assimilate information. Not all information gets through the first time it is presented.

Walton (1979) advocated using peer "paraprofessionals" to help new students arrive at a more realistic perspective of college life. He emphasized how a peer group of this nature (i.e., minority aides or student assistants) would encourage new students to work with other students by gathering them all together. This kind of orientation would assist the institutions by letting them know that a special effort is being made to help disadvantaged students adjust to campus life.

Turner (1978) reinforced this ideal when he advocated from his research that his findings suggested that the greatest impact on achievement and retention of disadvantaged students is the special peer group academic interest organizations such as the "Pre-Med Society and Bio-Sci clubs." Turner stated that these organizations provide disadvantaged students with valuable information regarding their major and career choices; they also serve a social function by helping students adjust to other important aspects of college life. Turner also stated that his research found that academic achievement and retention rates of the population studied (black students from Stanford University, 1972-75) were higher when students used

services initiated by black students than when they used services initiated by the institution.

Another important feature of the on-going orientation is helping disadvantaged students with proper course selection. Greenbaum (1981) stated that his research indicated many disadvantaged students enter the university ill prepared and frequently sign up for inappropriate levels and/or inappropriate combinations of courses. He went on to say that students may reason that because they completed a precalculus course in high school, they are prepared to take college-level calculus. Furthermore, Greenbaum mentioned that college entrance examination scores are supposed to be used as prescriptive or diagnostic instruments; yet most school officials are themselves inadequately trained to place students in the courses appropriate for their skill level. Oliver (1978) discussed the importance of academic advising during the freshman year. He stated:

> The task of graduating educationally disadvantaged students from an institution of higher education is difficult, and this difficulty is compounded because the special needs of these students are largely ignored by the institutions they attend. As a result, a disproportionate number of these students experience early failures. With the help of academic advising and other self-help programs, many of the problems these students face can be avoided.

More care must be taken in advising disadvantaged students in the 1980s, and faculty members must play a definitive role in this effort. Noel (1978) stated that the quality of the student-faculty interaction is a critical factor in student retention efforts. He cited a year of research conducted at the University of Nevada where

the retention rate was increased from about 55% to 95%. This increase appeared to be due to intensified faculty-student counseling. Noel's proposed model was based on the fact that faculty have the most immediate and consistent contact with the individual student, and as a result of this relationship, they have a responsibility to help the student be successful in the educational environment.

Financial Aid

One of the most critical aspects in retention of disadvantaged students is the need for financial aid. Blackwell (1975) argued that the failure of institutions to supply needed amounts of financial assistance beyond the sophomore year accounts for a substantial portion of the dropout rate among disadvantaged students in predominantly white institutions. Watson (1979) stated that census data have indicated that the sources of income for most disadvantaged students are loans, scholarships, and governmental programs (BEOG, SEOG, Social Security). He continued by comparing white students who receive much of their support from personal savings, parental contributions, and earnings as well as some governmental programs. Smith (1980) discussed the implications of Watson's statement:

> Without substantial financial aid from sources other than the family, disadvantaged students' higher education opportunities would be severely limited. Among special programs students receiving student aid the dropout rate was 24.4%; special program students receiving no aid dropped out at almost twice the rate.

Turner (1980) addressed another important factor of financial aid when he discussed the effects loans have on the retention of minority students. He stated that from his educational research, loans become a "negative" initiative to stay in college. The longer students remain in college, the more debts they accumulate. Turner advocated students receiving work-study jobs or tutoring others as the best source of financial aid as the positions would help to reinforce their own knowledge of their major area of study.

Astin's (1975) study supported other studies in finding that students who are employed part time on campus are less likely to drop out. Astin speculated that this is due to the task promoting greater involvement in campus life and greater identification with the institution. Granting student loans, on the other hand, may actually make the student more likely to drop out of the institution if he/she is not involved in campus life, according to Astin. Astin advocated the institution seeking ways to employ students on campus. "If loans are necessary for the student to continue, an on-campus job may offset the loan's detrimental effects."

Smith (1980) researched retention problems of black students at predominantly white universities. In terms of financial assistance, Smith's findings advocated several factors to promote retention. While all of the universities studied provided financial assistance based on need, students complained of the inadequacy of the aid package, which usually consisted of a combination of grants, loans, and job earnings. "Where possible universities should provide greater amounts of grant money and fewer loans." Smith believed

that freshmen should not be required to take jobs during school. "Students frequently cite the burden of holding a job during the freshman year." Smith stated that "with black youth unemployment at a level of almost 50%, it is unrealistic to require that summer earnings be a part of the student's yearly budget. Where the university is able to assist its black students to secure summer jobs, then this requirement can and should be met." Finally, Smith asserted that contingency funds should be available to help black students meet financial emergencies.

Lenning, Sauer, and Beal (1980) suggested that the student's perception of ability to pay for college may be more important than the student's or family's actual financial situation. Johnson and Chapman (1980) concluded from their research that some students with adequate financial support express a concern about finances and withdraw to solve the perceived problem. Fenstemacher (1973), in a study of the Minnesota state colleges, stated that finance is the reason given most often by students for withdrawing, but it is also one of the most socially acceptable reasons, and withdrawing students often have to protect their self-image.

Astin (1975b, 1975c) examined the relationship of different patterns of student financial aid and employment to retention. Although Peng and Fetter's national study (1977) did not find a relationship between scholarships or loans and retention, Astin found evidence that, overall, scholarships, grants, and part-time employment (particularly on-campus) do contribute to retention.

Astin found the degree of satisfaction with employment to bear little relationship to retention or attrition. However, loans (particularly large ones) and working full time tend to contribute to withdrawal.

Institutional Commitment

Most observers of the issue of retention of disadvantaged students believe that the greatest overall factor influencing whether or not disadvantaged students will achieve a respectable retention rate is the degree of institutional commitment. Noel (1978) cited two essential conditions for realizing the goal of increased retention. First, there must be a genuine concern for student retention and a commitment to develop and implement retention strategies. Second, there must also be involvement of all the institution's functional units in the retention strategy. Noel's plan represents a strategy for student retention based on the intra-supportive interactions of faculty, administration, and support services. The faculty and student service staff are the principal support mechanism for the students. The faculty, in turn, are supported by administration and the other college and university services. Astin (1975) suggested that it is more cost effective for an institution to spend money on student retention than to spend it on student recruitment.

Pentages and Creedon (1978) suggested an "action-oriented" approach to retention. In their research conclusion, they recommended that "colleges shift their attention from prediction to

the prevention of attrition. Colleges must design and implement effective intervention programs if they hope to minimize the attrition potential of their students." The authors offered 11 suggestions for intervention tactics that could help a given college improve its retention of disadvantaged students, including interviews of prospective students, more comprehensive orientation programs for new students, better utilization of college counseling services, new ways to maximize faculty-student interaction, and greater use of existing college-environment assessment devices to explore students' dissatisfaction with the environment.

Eddy and Martin (1983) suggested that since most institutions of higher education generally affirm a commitment to affirmative action and equal educational opportunity for all, recruitment and retention of minority administrators, faculty, staff, and students should be an important component of their programs. Smith (1980) was commissioned by the National Advisory Committee to identify problems related to the retention of black undergraduates. He recommended that "universities should recruit and hire more black faculty, administrators, and staff to serve as models of achievement and to be resources to assist students with their problems." Furthermore, Smith stated that both black students and black faculty/administrators cited this as the most important solution to the problems black students face.

McDaniels and McKee (1971) and Winkleman (1971) supported Smith's statement by suggesting black faculty/staff are essential to the future of special programs. McDaniels and McKee (1971)

concluded that "It is reasonable to find that those institutions actively recruiting black professionals are more likely to be generally responsive to the needs of blacks." Winkleman (1971) stated, "The project director is the key to a successful Equal Opportunity Program. His background must be compatible with the opportunity student and his institutional work must be sufficient to give him the client necessary to affect change and to assist the student."

Moore and Wagstaff (1974) suggested that those institutions that have a serious interest in the future status of special programs should review such programs with the ideal of upgrading the status of black faculty in special programs. They concluded that "the blacks in special programs often come and go," and that "those who take the jobs soon recognize that they have no power, little or no influence, no security, and no professional recognition. They are hired to do what they do: keep the programs going and the natives quiet."

Winkleman (1971) recommended that for program directors to be effective, they "should have strong academic credentials, rank equivalent to a department chairman or director." Faculty members who are recruited to teach "should be integral and voting members of their respective academic departments" and "counselors, although they may be located at the EOP office complex, should also be members of the counseling staff."

McDaniels and McKee (1971) identified several areas that could be used as indicators of an institution's response to the needs of black students, and therefore should be considered in any effort to evaluate/assess institutional commitment to special programs. Factors such as the level of involvement that black students have in student activities programming, the level of general administrative support, the institution's commitment to and involvement in the recruitment of black faculty and staff, and the level of faculty support are important indicators of the institution's commitment to the education of disadvantaged students within special services programs.

Another area deemed crucial by McDaniels and McKee was the amount of support provided by the lay administrators, such as boards of regents or trustees. They concluded that "the lay leadership of higher education appears not to support comprehensive programs to meet the needs of disadvantaged students." Only 36% of the institutions surveyed reported trustee support for these efforts. Therefore, it appears that before any serious attempt can be made toward institutionalizing programs for disadvantaged students, efforts must be directed toward making lay leadership more sensitive and responsive to the needs of disadvantaged students.

Developmental and Remedial Programs

In the 1960s a new era began in the education of minority and low-income students. The trend was set with the passing of the Higher Education Act of 1965. TRIO programs were introduced, and

their objective was to help this population achieve their educational goals. Feldman (1969) stated that the year 1966 marked a major increase for institutions to recruit and incorporate minority students into the mainstream of higher education.

The literature indicated that a lack of institutional support was most critical in terms of student persistence through the university. Astin (1972) stated that, in an attempt to "do something fast" in response to community pressure for latent talent to be identified and developed, special programs for disadvantaged students have proliferated. Unfortunately, too many of them are haphazard in design and token in scope (Meadows, 1981).

The following section is a discussion of remedial programs and retention strategies incorporated at Michigan State University, as well as other universities. It is the researcher's intention to identify those strategies that contribute to academic success of "nontraditional" students and how these strategies can be implemented into existing programs.

The Special Services Program at Michigan State University

Michigan State University, along with many other institutions of higher education, has long been committed to programs for educationally disadvantaged students. The first students to enroll in a special needs program at Michigan State University arrived on campus in 1963. During this period the program was named "Project Ethyl," and within the three-year existence of the program, approximately 50 to 60 students were admitted per year. These

disadvantaged students were selected from high schools within the greater Lansing, Michigan, area. As a result of their participation in extracurricular activities and endorsement from their high school counselors, these students displayed the potential to succeed in postsecondary education. Otherwise, these students either lacked a competitive high school GPA for regular admissions and/or possessed low SAT/ACT test scores (Hamilton, 1973).

In 1967, the program fell under the direction of Gordon Sabine and was called the "Detroit Project." Dr. Sabine focused his recruitment efforts in the Wayne County area, and during this year the program admitted 67 students. This was the first year that the students were labeled "developmental."

Lloyd Cofer assumed leadership of Michigan State University's developmental program in 1968. In 1969 he expanded the program to include the Tutorial Assistance in Chemistry (TAC) Program under James B. Hamilton. The purpose of the program was to assist special program admits enrolled in the College of Engineering to successfully complete the basic chemistry courses. Furthermore, in 1970, Human Relations Director Joseph McMillan established the first university-wide tutoring and counseling service in the office of Equal Opportunity Programs.

In 1970, President Clifton Wharton established the Commission on Admissions and Student Body Composition and reaffirmed Michigan State University's commitment to the education of minority and disadvantaged students. That same year, Dr. Cofer established a committee on Developmental Program Education. From this committee,

the University College created the Learning Resource Center to assist students who were experiencing difficulty in the American Thought and Language, Humanities, Natural Science, and Social Studies Departments. The University College also developed the Basic Natural Science 181 series, and the Department of Mathematics developed the remedial 081 series (Hamilton, 1973).

In 1971, the Office of Special Programs was established, and federal funds were first received from the Office of Education and the Department of Health, Education, and Welfare. At this time Dr. Hamilton was selected to assume the top administrative role for the program and was appointed Assistant Provost for Special Programs. Combined with institutional and federal monies, Special Programs expanded its population to include not only developmentally and educationally disadvantaged students, but also physically handicapped students and special services students who met the low-income criterion established by the Department of Health, Education, and Welfare.

In 1983 the Developmental Program for Admission changed its name to the College Achievement Admissions Program as a direct result of the negative connotations students had of the word "developmental." Florence Harris is currently Director of the Office of Supportive Services, which provides the academic and social programs for retention to CAAP students. To date, the CAAP student population numbers more than 1,100 students, up from approximately 55 in the early 1960s. The Director of the Office for

Physically Handicapped Students is Judy Taylor. Supportive Services continues to offer a number of services to the approximately 1,070 College Achievement Program, 268 special services, and 141 handicapper students. These include but are not limited to providing tutorial assistance; course scheduling; academic, career, financial, personal, and social counseling; and referral (Hamilton, 1973).

The Office of Supportive Services program components can be grouped into four areas: (a) academic assistance/personal and career counseling, (b) tutorial assistance, (c) student assistance program (peer counseling), and (d) study skills instruction (Harris, 1984). These four areas complement each other and are integrated so as to help students progress through and beyond their college education.

Academic Assistance/Personal and Career Counseling

The Office of Supportive Services maintains files and data for all students who have been admitted to the program through the College Achievement Admissions Program. Regular admissions students who seek services offered by the program also have files maintained by the office. These files contain high school transcripts, ACT/SAT scores, MSU placement test scores, grade reports, referral information from other units, and OSS contact sheets, according to Harris.

As of Fall 1982, students admitted to the program sign an Admissions Agreement, which denotes a willingness to use OSS program

services. Students are required to meet with an assigned OSS guidance counselor twice per term and to attend three study skill workshops during their freshman year. Students who do not adhere to the Admissions Agreement receive a hold card at registration.

The Office of Supportive Services monitors the academic progress of all program users. The staff meets once per term to discuss and make recommendations for academic actions for all CAAP freshmen and sophomores. OSS staff are the liaisons with the assistant deans and the academic advisors of the colleges. As a result of this relationship, staff are able to keep students apprised of degree program changes or new curricular offerings. This liaison function also helps facilitate better communication between the units, according to Harris.

Warning letters are sent to students who are not performing satisfactorily academically, and conferences are then scheduled. Students who are performing above a 3.0 receive an Outstanding Achievement certificate and special recognition. Telephone follow-up calls are also initiated by the OSS staff. Responses to the letters and telephone calls have been very positive, and more students are now using program services because of the Admissions Agreement and the retention efforts made by committed and knowledgeable staff (Harris, 1984).

Harris stated that for Fall Term 1982, while 280 students were admitted to the CAAP program, only 12 students had hold cards at the end of the term. "The trend for program students is for ever

increasing usage of the OSS resources, facilities and services. The staff maintain flexible work hours for drop-in appointments, and all outreach activities and workshops are implemented in the evening" (Harris, 1984).

Student Assistant Program
(Peer Counseling)

The Office of Supportive Services provides first-year students admitted into the program with trained student assistants (peer counselor) capable of assisting them with their adjustment to the university environment. Through their student assistant role, these successful program students serve a three-fold purpose:

1. As role models, the students share identifiable characteristics and a common background with program students. Their success as students in seen as transferable and attainable by the newly admitted students.

2. Student assistants serve as resource and referral agents in the residence halls and enhance the outreach program by increasing access to program students.

3. The program's overall effectiveness is enhanced by the use of student assistants because greater student involvement is a key at all levels.

Harris continued by stating that during the 1982-83 school year student assistants made more than 3,000 contacts with CAAP freshman students and proved to be a valuable asset to the overall success of the program.

Study Skills Workshops

The OSS staff schedules a series of workshops during the academic year pertaining to basic study skills in which the students are relatively weak. These workshops provide background information and necessary reinforcement instruction. Harris (1984) noted that during the 1982-83 school year, 1,228 students took advantage of the workshops sponsored by OSS. This was a dramatic increase of 400% over the previous year and was largely attributed to the mandatory Admission Agreement.

Students who either fail to attend OSS workshops or who require more intensive learning improvement skills are referred to the Learning Resource Center (LRC). Harris indicated that during the 1982-83 school year, OSS referred 142 students to the LRC. An LRC staff member regularly attends the staff meeting of OSS, which also helps to insure program effectiveness and student success.

Tutorial Assistance Program

Tutoring is provided primarily to students at the freshman and sophomore levels. The following courses have been designated as high-need areas: mathematics, accounting, biology, physiology, computer science, economics, natural science, physics, statistics, Spanish, and French.

Harris (1984) noted that during the 1982-83 academic year, 1,937 tutorial requests were received by OSS. "This represents an increase of 581 (42.9%) over the previous year. Two factors can be attributed to the increase: the Admissions Agreement and the

expansion of services to all minorities and needy students who request tutorial assistance."

Departmentally Based Tutorial Programs

The Office of Supportive Services has identified areas in which OSS students experience particular difficulty and where it appears that support systems would be most effective and efficient when located at the departmental level. Harris indicated that during the 1982-83 academic year, funds were allocated to the following departments: (a) Chemistry Department--to provide for the employment of teaching assistants who are responsible for the structured supplemental instruction of 100 and 200 level courses, and (b) Mathematics Department--to provide for the employment of six tutors who are assigned directly to a math instructor in the Charles Drew Laboratory.[4] Enrollment figures have shown that approximately 50% of each undergraduate math class is from the CAAP population (Harris, 1984).

Special Services Programs at Other Institutions

Marquette University

Marquette University is a private, urban institution that began its Educational Equal Opportunity Program in 1969 without federal support. The program was designed to recruit and provide comprehensive support services to minority and low-income students.

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[4]Charles Drew Laboratory: College of Natural Science program that assists minority/disadvantaged students from educationally disadvantaged backgrounds who are pursuing degrees in the natural sciences.

MacKenzie (1975) stated that Marquette's educational opportunity program is "composed of students from diverse ethno-racial groups, that share many similar socio-economic characteristics, have many of the same educational needs, and experience similar psychocultural problems." Most of the entering students are from Milwaukee's inner-city high schools, underemployed adults, general assistance recipients or returning veterans. Of the 203 students admitted to the program in 1975, 76% were Black, 7% were Native American, 7% were Puerto Rican, 6% were Chicano, and 4% were Caucasian, according to MacKenzie.

Despite the fact that most of these college division students had good academic records in the schools they attended, most experienced a high degree of academic difficulty at Marquette. MacKenzie acknowledged the success rate of the EOP as maintaining a retention rate above that of the general Marquette population. In 1975, the year the article was written, the retention rate was 66%. Fifty percent of the first-year class of 1969 graduated. From 1969 to 1975, "70% of program students had cumulative grade point averages of 2.0 with 22% having grade point averages above 2.5. The mean cumulative quality-point average for college division students enrolled in the 1974-75 academic year was 2.284."

The Educational Opportunity Program at Marquette University includes programs that serve both college and precollege divisions. According to MacKenzie, the program reports to the Vice-President for Academic Affairs and in 1975 included a staff of ten who provided academic, social, personal, and financial aid advising. In

terms of the academic counseling for college division students, all students are required to meet with their academic advisor before each registration period. Furthermore, all first-year students and students who are in academic difficulty are additionally required to meet with their advisor during each mid-term period (MacKenzie, 1975).

All freshmen, as well as returning students with less than a cumulative 2.2 grade point average, are required to participate in one or more skill-enhancement programs. These programs include study skills and reading classes, individualized instruction in composition, tutoring and support seminars, developmental mathematics classes, and mathematics laboratory work. MacKenzie went on to discuss the various support programs and their functions, beginning with the summer program.

The summer program. Most entering freshman students, including those declaring a scientific or technical curricular program and students who are considered high risk, are required to attend a six-week summer program. The summer session is designed to provide entering freshmen with an introduction to college material as well as an opportunity to develop specific skills related to increasing their chances for academic success in courses they will take the first year. Instructional emphasis is given to problem solving, reading comprehension, and communication skills through a combination of personalized instruction, tutoring, and small classes. Furthermore, professional and paraprofessional student

counselors present formal and informal orientation to the various facets of university life aimed at assisting the student in acquiring a sense of place within their new milieu.

Tutorial program. MacKenzie noted that "equal opportunity students need immediate and continual academic assistance until they have developed the skills and confidence to manipulate their academic environment." Therefore, for a minimum of two hours per week, freshmen and returning students with less than a 2.2 grade point average are required to meet with one or more tutors. The Associate Director for Instructional Support supervises the tutorial component and is able to monitor and assess the educational progress of students being tutored by requiring weekly reports from both tutors and project staff.

Reading and study skills classes. Historically, many equal opportunity program students enter the university reading three to four years below grade level, according to MacKenzie. Therefore, the Triggs Diagnostic Reading Test is administered shortly after admission, and those students whose scores are below the 40th percentile according to thirteenth grade norms are assigned to study skill classes or individual work in the Reading Laboratory. Study skills classes meet for four and one-half hours weekly during the summer program and three hours weekly during the academic year.

Language development program. The language development program has the objective to prepare each student adequately in the use of written standard English and competence in the process of logically structured, coherent composition. During the summer, program

students are assigned to writing workshops based on their writing sample. Students receive individualized instruction in writing taught by the Equal Opportunity Program writing instructor or graduate assistants from the College of English during the academic year.

Developmental mathematics courses. In cooperation with the Equal Opportunity Program, the Mathematics and Statistics Department at Marquette University initiated three developmental- level courses in intermediate algebra, college algebra and trigonometry, and analytic geometry. Along with the courses being taught through individualized self-pacing, the EOP offers a mathematics laboratory which supplements the developmental mathematics and calculus courses through a series of seminars. This provides a means for the program to monitor student progress and provides immediate assistance to individual students.

The nonacademic component of the Equal Opportunity Program is composed of the Office of Student Affairs, Counseling Center, and residence hall personnel to ensure that project students will experience positive living conditions. MacKenzie spoke very highly of this component within the EOP. The Associate Director for Counseling Services is responsible for an array of activities, which include many university personnel. One of the most important responsibilities is monitoring the disbursement of financial aid to program students to assure that students are protected against the late arrival of financial aid checks. This is accomplished by

issuing each student half of his/her living allowance at registration; the remaining half is issued at mid-term.

Beginning in the summer program, the counseling staff provides an individual development program aimed at career counseling for entering students, which uses interest testing, individual counseling, career seminars, and discussions between the student and appropriate minority educators or professionals in the student's field of interest. Furthermore, the counseling staff assists students with postbacceleaureate counseling and attempts to help students make realistic decisions concerning postbacceleaureate goals.

Southeastern Community College

John Roueche and R. Wade Kirk of the University of Texas, authors of Catching Up: Remedial Education (1973), described Southeastern Community College's advancement studies program (RSL) as one of the five outstanding programs in community colleges in the nation. Roueche and Kirk wrote their book based on survey information gathered from community college programs that specialized in retention of nontraditional students. In their final analysis of information gathered from 1,100 community colleges throughout the nation, they concluded that only "40 schools looked good" in their developmental studies program, and that in the area of developmental studies, "every college is trying to do things this college (Southeastern) already is doing."

Donovan (1977) discussed the nationwide study conducted by the Educational Testing Service for the United States Office of Education. The study was requested by the U.S. Office of Education to assess the value of federally funded college programs that aided students from moderate-income families. The goal of the USOE was to determine which programs were successful in order to continue future funding and to develop a developmental-studies manual to assist other institutes in improving their programs. According to Donovan, the Southeastern Community College RSL program was named the "number one college in the nation in successfully working with disadvantaged students."

In 1972, Charles Cooper, human resource consultant, evaluated the program and reported that "RSL students admitted in Fall 1970 persisted over the two academic years at a rate significantly higher than that of similar students admitted at the same time" (Donovan, 1977). Donovan reported that the five-year persistence average for each class from academic years 1969-70 to 1973-74 was in excess of 85%; the norm for other students who had similar characteristics to those in RSL was 60%.

Of the 1970-71 (RSL) students who returned for their sophomore year, most completed with a persistence rate of 94% as compared to 73% for the control group. Furthermore, as of 1972, 16% of former (RSL) students had graduated from Southeastern Community College as compared to 9% of the students in the control group; however, this does not reflect transfers or graduates of other institutions (Donovan, 1977).

Southeastern Community College in Whiteville, North Carolina, as a consortium member of the Regional Educational Laboratory of the Carolinas and Virginias, began planning and implementing methods of improving instruction for low-achieving students as early as 1969, according to Winnie Cook, Program Director. Cook (1975) stated that the program originated with two overall goals: (a) "to train faculty members to convert their courses to provide individualized, multi-media, self-paced learning experiences, with immediate student feedback for reinforcement of learning," and (b) "to promote research-based decision making to improve curricula and instruction."

The institution-wide program is based on Bloom's (1971) "learning for mastery." The college faculty viewed the concept of individualized instruction on SCC's campus as "causing learning." The broad-based concept of causing learning resulted in the development of flexible, goal-related, relevant curricula; a new grading system; flexible scheduling; and experience-centered learning activities. The attempt is to create an atmosphere in which students feel accepted and can receive stimulation and reinforcement. Cook viewed all of these factors as important for the personal and academic success of low-achieving students.

Population

The group in the Resources for Student Learning Program was composed of 50% Black, 40% Caucasian, and 10% Native American students. In 1975 their high school academic performance was

normally well below average, especially in verbal skills. The students were recruited from low-income families and entered the college with low self-concepts, feelings of unworthiness, and unrealistic career expectations based on their academic preparation, according to Cook. Many of the students who participated in the program experienced problems with communication skills. This included "poor writing performance, poor speech, low vocabulary level, low reading comprehension, inability to analyze and interpret novels and poetry, and inability to handle resources effectively or communicate a complex idea." Finally, Cook noted that students were characterized by poor or nonexistent study habits, no "sense of place" within their environment, a lack of time-management skills, and little knowledge of the importance of materials in the Learning Resource Center.

Program

The Resources for Student Learning Program (RSL) has as its primary objective to create a meaningful academic environment of general education within the college. The program is especially designed to meet the needs of students whose past educational experiences consisted of nonproductivity and failure. The program focuses on the fact that in many instances students arrive with interest, attitudes, skill levels, or learning styles that do not match the demands of educational institutions. Therefore, "RSL attempts to accommodate itself to the special needs of individual

students, many of whom might otherwise fail to benefit from their community college experience" (Cook, 1975).

The overall design and procedures of the program are based upon a set of working principles or assumptions concerning the nature of the learning process and the needs of students in this social context.

RSL Program Design and Student Learning Goals

Cook stated that in 1975 the RSL program served approximately 100 students from the "lower quarter of Southeastern's freshmen from both the technical and college-parallel curricula as measured by the comparative guidance and placement program." As a result of their past unsuccessful educational experiences, Cook characterized these students as possessing attitudes and world views that are incompatible with the demands of a modern institution such as Southeastern Community College. To accompany the negative attitudes and world views, Cook mentioned the very low basic skill level and inadequate learning styles unsuited to traditional instructional strategies. She pointed out that their problems are, to a large extent, the problems of the majority of Southeastern students; however, the problems are more severe for the target group.

The following are the principles Cook discussed, on which the environment of RSL is based.

1. The program recognizes and responds to individual differences in skills, values and learning styles by utilizing highly

flexible curriculum design permitting learning at different rates, and in different ways.

2. The program places the student at the center of the learning process by increasing learning activity options and providing opportunities for students to design portions of their own curriculum.

3. The program experiences provide students with success and predominantly positive feedback. A positive self image contributes to being a successful student.

4. A counseling and teaching approach that requires the student to take responsibility for his/her own behavior is used by all instructors and counselors.

5. The curriculum is experiential and process oriented. Learning activities actively involve the student in hands-on activities and experiences. The classroom becomes an extension of the community and the community an extension of the classroom; both are living/learning environments.

6. The staff relate to students with openness and respect. Fostering an interpersonal relationship characterized by genuineness, mutual acceptance, support, and empathetic understanding is important. Support from faculty and instructors is strong in the initial stages, then gradually withdrawn and replaced with a more egalitarian relationship.

Through participation in the Educational Environment Program, it is anticipated that the students participating in RSL programs will develop and improve their cognitive skills as well as a change

in attitudes and behaviors. The RSL program perceives that the most important changes fall into three general areas: the person and his/her skills, his/her communication skills, and his/her relationship to their environment.

Key Elements in RSL Staff Activities

In reviewing the RSL program, it becomes apparent that the key elements that set it apart from other programs include personalization of education, use of small groups as the most desirable learning environment, and the emphasis on the counseling role of the instructor. That instructor/counselor role of all RSL staff members is central to their program organization. "The RSL instructors are interested in the whole person, not just the content and skills associated with his/her discipline" (Cook, 1975). The student often perceives counselors as persons you talk with when you have a problem, and thus talking to a counselor is admitting he/she cannot cope with the situation. RSL instructors establish a natural involvement with their students, and they use this trusting classroom relationship to help students learn and develop decision-making and problem-solving skills. When they are confronted with problems that they are not trained to handle, they make the appropriate referral to other university staff.

The small-group organization allows for active involvement of each student in the learning process. Cook elaborated on how the group organization fosters a cooperative spirit and eliminates much of the fear of failure that accompanies many individual activities.

As students increase their skills, they are more willing to risk individual involvement and are more capable of choosing which activities they can perform well.

The term "personalization of education" means more than flexible timing to the RSL program. An attempt is made to match content, objectives, and cognitive style with the needs of each individual learner. The counseling and teaching approach used in the RSL program requires the students to take responsibility for their own behavior.

Summary

In summary, it can be said that special services programs have been successful in assisting minority and low-income students through baccalaureate degree programs. The remedial programs and retention strategies have developed through the years to the point where not only "nontraditional" students benefit from them, but traditional students as well. There are increasing numbers of regular admittance students enrolled in the remedial mathematics, English comprehension, and natural science courses (Trow, 1982).

The importance of identifying potential students early in high school cannot be over-emphasized. Students need to hear early from university representatives the importance of good academic preparation before they reach the tenth grade. When one considers that most universities and colleges require mathematics, reading, and writing entrance exams, one can see the importance of learning these skills early. Furthermore, when students apply to colleges

and universities, they are expected to be enrolled in a college-preparatory curriculum. When college officials compute grade point averages, only those courses that fall under this category are taken into consideration. Consequently, many minority students find themselves receiving rejection letters as they cannot use the industrial trades, human ecology, and music-type courses. Providing information early can be instrumental in helping students understand the importance of learning the basics of college algebra and trigonometry, chemistry, life sciences, reading, and writing. When one considers that most minority students declare engineering, business, or natural science as their major when entering college, the situation becomes more crucial for retention as most will enroll in mathematics and chemistry courses early in their academic careers.

In the future, universities will increase their awareness of the importance of directing more money into remedial programs, which includes hiring more remedial specialists, as SAT and ACT scores continue to decline (Trow, 1982). However, the most important aspect of continued success of special services programs will be the degree of commitment by the university. Not only should students perceive that they are no different from any other student, they should perceive that the institution believes in them and expects them to graduate. When the university takes this attitude, the majority of faculty, staff, and students will also exemplify this belief.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter contains a description and discussion of the procedures and methods employed in this study, including: (a) the research design, (b) the population and sample, (c) the instrumentation and data collection, (d) the analysis design and (e) the summary.

During the 1983 summer freshman orientation at Michigan State University, College Achievement Program students were asked to complete an In-coming Student Survey. A total of 175 (60%) of the entering students completed the survey instrument. The survey purpose was to provide program counselors with information on students' perceptions and expectations concerning their academic preparedness, financial need, and career aspirations before they actually entered college.

At the end of their sophomore year, a sample of 100 College Achievement Program students who completed their In-coming Student Survey were asked to complete both a Follow-up Student Survey and a Supplemental Junior Survey. This last survey was developed to examine Michigan State University's Special Services students'

perceptions of existing programs designed to increase their chances for academic achievement.

Two groups of College Achievement Program students, selected at random, were studied. College Achievement Program students with inflated expectations of their first-term GPA comprised Group One. College Achievement Program students with accurate or conservative expectations of their first-term GPA comprised Group Two. A total of 100 randomly selected College Achievement Program students who completed their sophomore year were surveyed for this study.

Of these 100 students, it was determined that 64 of them had inflated estimates of their GPA at the end of their first term, and these students were assigned to Group One. This group comprised 25 male and 39 female or 64 junior-level College Achievement Program students. Their ages ranged between 19 and 21 years. In Group One, of the total 64 students surveyed, 61% were females and 39% were males.

Of the 100 students, it was determined that 36 of them had accurate or conservative estimates of their GPA at the end of their first term, and these students were assigned to Group Two. Group Two comprised 15 male and 21 female College Achievement Program students who completed their freshman and sophomore years. Their ages ranged between 19 and 21 years. In Group Two, of the total 36 students surveyed, 58% were females and 42% were males.

In February 1986, the same 100 junior-level College Achievement students who completed the In-coming Student Survey were asked to

complete the Follow-up Student Survey and a Supplemental Junior Survey. Of the 100 students surveyed, 92% responded.

Of the 92 students responding to the follow-up survey and the supplementary survey, 57 (63%) of the students had inflated expectations for their GPAs and thus were assigned to Group One. Group Two constituted 35 (37%) of the total respondents and comprised 14% males and 23% females.

The Population and Sample

In summer 1983, all new freshman College Achievement Program students entering MSU through the summer orientation program were asked to complete the Office of Supportive Services' In-coming Student Survey. Students were requested to respond to each question in the 73-item survey in terms of what they expected to be true or not true about their academic and social life at Michigan State University. The survey was administered throughout the summer orientation program (June 16 to August 20) to 279 new freshman College Achievement Program students. The survey also requested personal information, such as age, sex, parental education and income, financial concerns, high school GPA, and choice of major.

In February 1986, a random sample of 100 of the College Achievement Program students who had completed their freshman and sophomore years and had participated in the 1983 freshman summer orientation program were asked to complete the Follow-up Student Survey and the Supplemental Junior Survey. The Follow-up Student Survey provided a basis on which to compare differences in the

students' expectations of MSU before arriving on campus and their expectations after completing their freshman and sophomore years. The Supplemental Junior Survey provided information on college achievement students' perceptions on how retention strategies provided by Supportive Services directly related to them, as they attained junior status. Of the 100 students surveyed (39 males and 61 females), 92 (92%) responded.

The study compared two groups of College Achievement Program students based on their expectations of their first-term GPA. Group One comprised 64 (25 male and 39 female) randomly selected junior-level College Achievement Program students. Their ages ranged between 19 and 21 years. They had inflated expectations of their first-term GPA and completed their In-coming Student Survey during the 1983 freshman summer orientation. In Group One, of the total 64 (64%) students surveyed, 61% were females and 39% were males. In February 1986, all 100 junior-level College Achievement Program students who completed their In-coming Student Survey were asked to complete the Follow-up Student Survey and the Supplemental Junior Survey. Group One constituted 63% of the total respondents, and was comprised of 23% males and 40% females.

Group Two comprised 21 females and 15 males, 36% of the randomly selected junior-level College Achievement Program students. Their ages ranged between 19 and 21 years. They had accurate or conservative expectations of their first term GPA and completed their In-coming Student Survey during the 1983 freshman summer orientation. In Group Two, of the total 36 (36%) students surveyed,

58% were females and 42% were males. In February 1986, all 100 junior level College Achievement Students who completed their in-coming student survey, were asked to complete the follow-up student survey and the supplemental junior survey. Group Two consisted of 36% of the total respondents and comprised 23% females and 14% males. The ethnicity breakdown of the students is displayed in Table 1.

Table 1.--Ethnic distribution of College Achievement Program students surveyed.

Ethnic Identification	Male	Female
Black	36	57
Caucasian	1	0
Mexican-American	2	0
Native-American	0	1
Asian-American	0	1
Other	0	2
Total	39	61

Instrumentation and Method of Data Collection

The instruments used in this research to collect data were (a) the In-coming Student Survey, (b) the parallel Follow-up Student Survey, and (c) a Supplemental Junior Survey. The In-coming Student Survey was used to collect information about the expectations of College Achievement Program students as they went through summer orientation. The Follow-up Student Survey was used to measure the degree of change in the expectations once students reached their

junior status. The Supplemental Junior Survey measured the perceptions of the importance of retention strategies offered by the Office of Supportive Services to help College Achievement Program students reach junior status.

The In-Coming Student Survey

The In-coming Student Survey was designed, modified, and adapted by staff members in the Office of Supportive Services. The current format for the survey is the result of the efforts of James McComb, evaluation coordinator for the Office of Special Programs. The purpose of the In-coming Student Survey was to (a) obtain data about College Achievement Program students' perceptions before they enter MSU, (b) provide information on what their expectations were of life at MSU, and (c) provide staff with a student profile of the population of College Achievement Program students who enter MSU. The In-coming Student Survey consists of 73 items, which are divided into eight factor categories for the purpose of analysis. The eight factors were identified and described by McComb in the Report On Freshmen Developmental Students, 1980.

Factor 1. Factors limiting academic success. These items describe deficiencies the student may have which may be reflected in overall academic performance. Since developmental students tend to have difficulties in subject areas like writing, or poor study habits, the factors are considered to be potentially limiting.

Factor 2. Factors promoting academic success. These items include self-application and external support factors. Living

conditions and financial aid did become more important concerns for both comparison groups during their first year.

Factor 3. Factors influencing career choice. These items were chosen to reflect influences that were basically independent of characteristics of the actual career.

Factor 4. Desirability of career characteristics. These items include qualities that may be associated with most careers. Data concerning the desirability of career characteristics were collected only at the time of entry into college.

Factor 5. Degree aspiration. These items included the categories of associate, bachelor, and graduate degrees. Historically, a high proportion of developmental students aspired to graduate with degrees before they began college.

Factor 6. Factors influencing the decision to attend college. These items were rated according to the importance of these factors in influencing students' decision to attend college before beginning their first academic year.

Factor 7. Factors relevant to the occurrence of expected events. These items included the expected likelihood that certain events would occur during their college career. Such events as changing their major, failing or repeating a class, or dropping out permanently were rated fairly consistently by in-coming groups as being unlikely.

Factor 8. Factors of personal importance. These items were to reflect areas to which individuals might attach positive or negative

importance. The primary emphasis was on general life values and how those values influenced the students' success. Scoring of the In-coming Student Survey is accomplished by using the Likert Scale on a 1-4 rating of assigned values concerning the students' perceptions and expectations. Measures were taken for five groups (Fall 1975-1979) before they began college, and for two groups (Fall 1977-1978) entering freshmen after they had completed one year of academic experience at MSU. The reliability of the In-coming Student Survey has been established by test-retest comparisons for stability. McComb (1980) listed three methods used in defining the tests for stability.

1. Consistency across groups at entry. Indicates that the range of mean responses given by each in-coming group to the majority of factors in the categories is less than .05 point on the scale. That is, the mean values assigned to the factors are approximately the same for all five groups. Low consistency would indicate that the in-coming groups assigned dissimilar mean values to the individual factors within categories. Consistency at time of entry indicates that the groups were similar when they began Michigan State University.

2. Similarity of change across groups. Indicates that changes in the mean value given to the factor before and after one year of academic experience were similar to both groups. Consistency indicates that either no change took place for either group or if change did occur, it was of a similar consistency, indicating that groups changed in different directions or to different degrees.

3. Stability of change within groups. Indicates that the mean responses given to the majority of factors within the category by individual in-coming groups did not change more than .25 of a scale point from the before-college measure to the measure taken after one year of academic experience. High stability within groups indicates that events taking place during the first year did not affect the mean value assigned to factors within the category. Low stability indicates that the mean value placed on the factor did not change from the before to the after measure.

The Follow-up Student Survey

This survey was designed by James McComb, Special Services Programs Evaluation Specialist, to provide information about the degree of change in the expectations of College Achievement Program students who were in their first term of their junior year at Michigan State University. It was designed as a comparative instrument to be used in determining how significantly College Achievement Program students had changed their expectations of Michigan State University during their freshman and sophomore years. The Follow-up Student Survey consisted of 69 items, which were also divided into the eight previously described factor categories for comparison and analysis.

The Supplemental Junior Survey

This survey was designed by the researcher to provide information on College Achievement Program students' perceptions

toward program retention strategies in helping them attain junior status. The survey consisted of 50 items, which were divided into four categories:

1. The quality of academic guidance and counseling assistance provided by the Office of Supportive Services in various areas related to persistence.

2. The perceived importance of tutorial assistance and survival skill workshops in helping students academically prepare for and attain junior status.

3. The importance of various academic, social, financial, and career factors that helped students remain academically eligible in order to continue school.

4. The quality of service or referral provided by supportive services student assistants (peer counselors) to assist freshman students with their adjustment to the university.

Data Analysis

The data were obtained from respondents to the In-coming Student Survey during the Summer Orientation Program. Data were also obtained from respondents to the Follow-up Student Survey and the Supplemental Junior Survey during the first term of their junior year. The data were analyzed using t-tests and Z-tests for significant mean differences. Analysis of the data permitted the researcher to reject or not reject the following null hypotheses:

Hypothesis 1: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of selected factors related to academic success at the time they enter the university.

Hypothesis 2: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of these same factors after completing their freshman and sophomore years.

Hypothesis 3: College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in their perceptions of these same factors between the time they enter and the time they reach junior status.

Hypothesis 4: At the beginning of their junior year, College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of the value of academic programs offered by the Office of Supportive Services.

The level of confidence for determining the rejection of the null hypotheses was set at the .05 level. Significant differences in students' expectations on the In-coming Student Survey, the Follow-up Student Survey, and perceptions on the Supplemental Junior Survey were determined by comparing means using t-tests and Z-tests for significant differences.

Summary

In this chapter the writer described the methods and procedures used in the study, including the sample, population, data-collection techniques and the research instruments, and the analysis design. The population included new freshman College Achievement Program students attending the summer orientation program at Michigan State

University in 1983 and College Achievement Program students who had reached junior standing in spring 1986.

The sample of 100 randomly selected students was divided into two groups: (a) students who had accurate or conservative expectations of their first term GPA and (b) students who had inflated expectations of their first term GPA.

The data in this research were collected through the In-coming Student Survey, the Follow-up Student Survey and the Supplemental Junior Survey. The instruments were used to measure college achievement students' retention expectations along eight factors. A two-tailed t-test for the difference between the means was used to determine the variance in the expectations and perceptions of two groups of College Achievement Program students. After two years, significant changes in mean expectations from the In-coming Student Survey to the Follow-up Student Survey of both the inflated and accurate groups were determined by administering a Z-test of correlated means.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The results of the hypotheses that were tested in this study are presented in this chapter. The results of the In-coming Student Survey, Follow-Up Student Survey, and Supplemental Junior Survey are reported for the total sample group. A two-tailed t-test for significant differences between means in areas studied was used to examine each hypothesis. A Z-test to measure the mean differences between the In-coming Student Survey and the Follow-up Student Survey of both the inflated and accurate groups was used to reject or not to reject Hypothesis 3.

The alpha level chosen was .05, which means that a t-value or a z-value of 2.00 with 68 degrees of freedom indicates a significant difference. It should be noted that the student sample mentioned in each of the hypotheses refers to freshmen who are currently junior-level College Achievement Program students enrolled in the Office of Supportive Services. Therefore, the results of this research may be generalized to students in Special Services programs at Michigan State University and, within limits, to students at other institutions with similar programs.

In Table 2, data are displayed of the 100 randomly selected freshman College Achievement Program students from the original 293

who responded to the In-coming Student Survey and the number of junior-level College Achievement Program students who responded to the Follow-up Student Survey and the Supplemental Junior Survey. Tables 3 and 4 present data by gender of those freshman College Achievement Program students who responded to the 1983 In-coming Student Survey, the 1986 Follow-Up Student Survey, and the Supplemental Junior Survey. It may be noted that the percentage of Follow-up Student Surveys and Supplemental Junior Surveys returned was high.

Table 2.--Distribution of freshman College Achievement Program students who responded to the In-coming Student Survey and junior College Achievement Program Students who responded to the Follow-Up Student Survey and Supplemental Junior Survey.

	Total Distribution	Total Respondents	Percent
In-coming Survey	293	175	60
Follow-Up Survey	100	92	92
Junior Survey	100	92	92

Table 3.--Distribution by gender of College Achievement Program students who responded to the 1983 In-coming Student Survey.

Gender	N	Percent
Male	73	42
Female	102	58
Total	175	100

Table 4.--Distribution by gender of junior College Achievement Program students who responded to the 1986 Follow-Up Student Survey and Supplemental Junior Survey.

Gender	N	Percent
Male	35	38
Female	57	62
Total	92	100

Students randomly selected to participate in the survey were divided into two groups. College Achievement Program students who had inflated expectations of their first-term GPA formed the first group, while students who had accurate or conservative expectations of their first-term GPA comprised the second group. Tables 5 and 6 provide data regarding the gender of both expectation groups.

In Table 5, data are displayed which show that both the inflated and accurate groups contained more females than males. Of both males and females, 64% of the students expected a higher first-term grade point average than they actually received.

Table 5.--Distribution by gender of College Achievement Program students who were assigned to inflated and accurate or conservative expectations groups.

Expectations	Female	Male	Total
Inflated	39	25	64
Accurate	21	15	36
Total	60	40	100

In Table 6, data are displayed which show the numbers in percentages of College Achievement Program students in both groups. It shows that more females than males were represented in both the accurate or conservative and inflated expectation groups.

Table 6.--Distribution by percentage of College Achievement Program students who were assigned to inflated and accurate or conservative expectation groups.

Expectations	Female	Male	Total
Inflated	60.9	39.1	100
Accurate	58.3	41.7	100

In Table 7, data are displayed which show the average first-term grade estimate for College Achievement Program students per group. The table shows that the majority of the students assigned to the inflated group expected to receive a GPA of 3.0. Within the accurate or conservative group, most students expected a 2.5 first-term GPA. The table displays the number of students receiving grades ranging from a 4.0 (A) to a 1.0 (D) for each group. Also shown is the percentage of students who received each grade.

In Table 8, data are displayed which show the highest academic degree that College Achievement Program students planned to obtain. The majority of CAAP students had aspirations to enroll in postbaccalaureate degree courses.

Table 7.--Distribution of student responses to the question, "Estimate your average grade for the first term of your freshman year."

	Estimated Grade Point Average													
	4.0		3.5		3.0		2.5		2.0		1.5		1.0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Inflated														
Expected	1	1.6	8	12.5	32	50.0	16	25.0	5	7.8	1	1.6	1	1.6
Accurate														
Expected	1	2.8	1	2.8	14	38.9	17	47.2	3	8.3	0	0	0	0
Column Total	2 2.0		9 9.0		46 46.0		33 33.0		8 8.0		1 1.0		1 1.0	

Table 8.--Distributions of student responses to the question, "What is the highest degree that you intend to obtain?"

	Associate Degree		Bachelor's Degree		Master's Degree		Doctorate Degree		Professional Degree	
	N	%	N	%	N	%	N	%	N	%
Inflated Expect.	1	1.6	13	20.3	33	56.9	10	15.5	7	10.9
Accurate Expect.	2	5.6	8	22.2	20	55.6	2	5.6	4	11.1
Total	3	3.0	21	21.0	53	53.0	12	12.0	11	11.0

Analysis of Hypotheses

Hypothesis 1

Hypothesis 1 states in null form that College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of other academic expectations and perceptions at the time they enter the university. Data were obtained on the importance of the following factors in determining academic success: (a) financial aid, (b) problems with taking tests, (c) poor study habits, (d) academic counseling, and (e) tutoring. Students were asked to respond to the items on a four-point scale ranging from 1 = "Not Important" to 4 = "Very Important."

The results of the mean scores and the t-test reflect that there was no significant difference between freshman College

Achievement Program students who had inflated expectations of their first-term GPA and students who had accurate or conservative expectations of their first-term GPA in terms of their perceptions of these five factors at the time they entered the university. These descriptive data are reported in Tables 9 through 13.

In Table 9, data are displayed that suggest both groups of College Achievement Program students considered "Financial Aid" as "Important" for academic survival. The means for the two groups were very similar. With the observed probability at alpha .390, and set alpha level .05, it may be assumed that the two groups of CAAP students did not differ on this question. Therefore, the null hypothesis was not rejected.

Table 9.--"On a scale of 1-4, how important do you think financial aid will be in determining your academic success?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Financial Aid	64	3.06	1.03	t=1.98 t=-.86 -1.98<-.86<1.98	.390
Accurate					
Financial Aid	36	3.25	1.05		

In Table 10, data are displayed indicating that CAAP students in both groups perceived "Problems Taking Exams" as being "Slightly

Important" in terms of academic survival upon entering college. With the probability level set at alpha .05, and the observed level .136, it may be assumed that CAAP students in both groups did not differ on this question. Therefore, the null hypothesis was not rejected.

Table 10.--"On a scale of 1-4, how important do you think problems taking exams will be in keeping you from reaching academic success?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Prob. Taking Exams	64	2.90	.988	t=1.98 t=-1.50 -1.98<-1.50<1.98	.136
Accurate					
Prob. Taking Exams	36	2.58	.604		

In Table 11, data are displayed that indicate CAAP students in both groups perceived "Poor Study Habits" to be "Slightly Important" to "Important" in terms of academic survival upon entering college. With the probability factor at the alpha .05 level, and the observed level .136, it may be assumed that CAAP students in both groups did not differ on this question. Therefore, the null hypothesis was not rejected.

Table 11.--"On a scale of 1-4, how important do you think poor study habits will be in keeping you from reaching academic success?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Poor Study Habits	64	2.62	1.16	t=1.98 t=-.77 -1.98<-.77<1.98	.136
Accurate					
Poor Study Habits	36	2.80	1.03		

In Table 12, data are displayed that indicate CAAP students in both groups perceived "Academic Counseling" as being "Slightly Important" to "Important" in terms of academic survival upon entering college. With the probability factor set at the alpha .05 level, and the observed level .870, it may be assumed that CAAP students did not differ on this question. Therefore, the null hypothesis was not rejected.

In Table 13, data are displayed that indicate CAAP students in both groups perceived "Tutoring" as being "Important" to "Very Important" in terms of academic survival upon entering the university. With the probability factor set at the alpha .05 level, and the observed probability of .602, the findings suggest that CAAP students in both groups did not differ on this question. Therefore, the null hypothesis was not rejected.

Table 12.--"On a scale of 1-4, how important do you think academic counseling will be in keeping you from reaching academic success?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Academic Counseling	64	2.56	.614	t=1.98 t=-.16 -1.98<-.16<1.98	.870
Accurate					
Academic Counseling	36	2.58	.604		

Table 13.--"On a scale of 1-4, how important do you think tutoring will be in determining your academic success?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Tutoring	64	3.43	.687	t=1.98 t=-.52 -1.98<-.52<1.98	.602
Accurate					
Tutoring	36	3.36	.723		

Hypothesis 2

Hypothesis 2 stated in null form that College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of changes in their academic perceptions of the same factors between the time that they enter college and completing freshman and sophomore years.

Data were obtained on the question, "How important do you think each of the following have been and will be in determining your academic success: (a) financial aid, (b) tutoring, (c) academic counseling, (d) poor study habits, and (e) problems with test taking?" The results of the mean scores and the t-tests indicate that significant differences did not exist in terms of changes in perceptions of College Achievement Program students between the time they entered college and when they completed their freshman and sophomore years. These descriptive data are reported in Tables 14 through 18. Hypothesis 2 is a test for the differences in changes in academic perceptions of College Achievement Program students between the time they entered college and after completing their freshman and sophomore years.

In Table 14, data are displayed that indicate CAAP students in both groups perceived "Financial Aid" as "Important" to "Very Important" in terms of academic survival between the time they entered college and after completing their freshman and sophomore years. The probability level was set at the alpha .05 level. Therefore, with the observed level being .137, it may be assumed

that CAAP students in both groups did not differ on this question after completing freshman and sophomore years. Therefore, the null hypothesis was not rejected.

Table 14.--"On a scale of 1-4, how important do you think financial aid has been in determining your academic success?"

Expectation	Size	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Financial Aid	58	3.56	1.17	t=1.98 t=1.69 -1.98<1.69<1.98	.137
Accurate					
Financial Aid	34	3.23	1.10		

In Table 15, data are displayed that indicate CAAP students in both groups perceived "Tutoring" as being "Slightly Important" to "Important" in terms of academic survival between the time they entered college and after completing freshman and sophomore years. The probability level was set at the alpha .05 level. Therefore, with the observed level at .465, it may be assumed CAAP students in both groups did not differ on this question after completing their freshman and sophomore years. Thus, the null hypothesis was not rejected.

Table 15.--"On a scale of 1-4, how important do you think tutoring has been in determining your academic success?"

Expectation	Size	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Tutoring	58	2.81	1.03	t=1.98 t=-.73 -1.98<-.73<1.98	.465
Accurate					
Tutoring	34	2.98	.969		

In Table 16, data are displayed that indicate CAAP students in both groups perceived "Academic Counseling" as being "Important" in terms of academic survival between the time they entered college and after their freshman and sophomore years. The probability level was set at the alpha .05 level. Therefore, with the observed level at .259, it may be assumed that the two groups of CAAP students did not differ on this question after completing their freshman and sophomore years. Thus, the null hypothesis was not rejected.

In Table 17, data are displayed that indicate CAAP students in both groups perceived "Poor Study Habits" as being "Slightly Important" to "Important" in terms of academic survival between the time they entered college and after completing their freshman and sophomore years. The probability level was set at the alpha .05 level. Therefore, with the observed level at .553, it may be assumed that CAAP students in both groups did not differ in terms of

their perceptions on this question after completing their freshman and sophomore years. Thus, the null hypothesis was not rejected.

Table 16.--"On a scale of 1-4, how important do you think academic counseling has been in determining your academic success?"

Expectation	Size	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Academic Counseling	58	3.10	.831	t=1.98 t=-1.14 -1.98<-1.14<1.98	.259
Accurate					
Academic Counseling	34	3.29	.676		

Table 17.--"On a scale of 1-4, how important do you think poor study habits has been in determining your academic success?"

Expectation	Size	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Poor Study Habits	58	2.91	1.18	t=1.98 t=-.60 -1.98<-.60<1.98	.758
Accurate					
Poor Study Habits	34	3.05	1.01		

In Table 18, data are displayed that indicate CAAP students in both groups perceived "Problems Taking Exams" as being "Important" to "Very Important" in terms of academic survival between the time they entered college and after their freshman and sophomore years. The probability level was set at the alpha .05 level. With the observed level at .071, it may be assumed that CAAP students in both groups did not differ in terms of their perceptions on this question after completing the freshman and sophomore years. Therefore, the null hypothesis was not rejected.

Table 18.--"On a scale of 1-4, how important do you think problems taking exams has been in determining your academic success?"

Expectation	Size	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Problems Taking Exams	58	2.87	1.12	t=1.98 t=-1.83 -1.98<-1.83<1.98	.071
Accurate					
Problems Taking Exams	34	3.29	.906		

Hypothesis 3

Hypothesis 3 stated in null form that College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of changes in their academic perceptions over the two-year period. Data were obtained on the question, "How important do you think each of the following will be or has been in determining your academic success: (a) financial aid, (b) tutoring, (c) academic counseling, (d) poor study habits, and (e) problems with test taking?" The results of the mean scores between in-coming and follow-up groups and the Z-tests indicated that significant differences did exist on certain factors in terms of changes in College Achievement Program students' academic perceptions over the two-year period. These descriptive data are reported in Tables 19 through 28.

Hypothesis 3 is a test for the differences between College Achievement Program students on the In-coming Survey and CAAP students on the Follow-up Survey--perception changes on selected academic, social, and personal factors over a two-year period.

In Table 19, data are displayed that indicate CAAP students with inflated expectations of their first-term GPA in both in-coming and follow-up survey groups differed in terms of their perceptions of the importance of "Financial Aid" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of $Z = 1.96$ and an observed Z-score of -2.50, it may be assumed that CAAP students with inflated

expectations differed on this question over a two-year period. Therefore, the null hypothesis was rejected.

Table 19.--"How important do you think financial aid will be or has been in determining your academic success?"

Inflated Group	N	Mean	Standard Deviation	Z
In-coming				
Financial Aid	64	3.06	1.03	Z=1.96 Z=-2.50 -1.96<-2.50<1.96
Follow-Up				
Financial Aid	58	3.56	1.17	

In Table 20, data are displayed that indicate CAAP students with accurate or conservative expectations of their first-term GPA in both in-coming and follow-up survey groups did do not differ in terms of their perceptions of the importance of "Financial Aid" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of .077, it may be assumed CAAP students with accurate expectations differed on this question over a two-year period. Thus, the null hypothesis was not rejected.

Table 20.--"How important do you think financial aid will be or has been in determining your academic success?"

Accurate Group	N	Mean	Standard Deviation	Z
In-coming				
Financial Aid	36	3.25	1.05	Z=1.96 Z=.077 -1.96<.077<1.96
Follow-up				
Financial Aid	34	3.23	1.10	

In Table 21, data are displayed that indicate CAAP students with inflated expectations of their first-term GPA in both in-coming and follow-up survey groups differed in terms of their perceptions of the importance of "Tutoring" determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of 3.88, it may be assumed that CAAP students with inflated expectations differed on this question over a two-year period. Thus, the null hypothesis was rejected.

Table 21.--"How important do you think tutoring will be or has been in determining your academic success?"

Inflated Group	N	Mean	Standard Deviation	Z
In-coming				
Tutoring	64	3.43	.687	Z=1.96 Z=3.88 -1.96<3.88<1.96
Follow-Up				
Tutoring	58	2.81	1.03	

In Table 22, data are displayed that indicate CAAP students with accurate or conservative expectations of their first-term GPA in both in-coming and follow-up survey groups did not differ in terms of their perceptions on the importance of "Tutoring" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of 3.33, it may be assumed that CAAP students with accurate expectations differed on this question over a two-year period. Thus, the null hypothesis was rejected.

In Table 23, data are displayed that indicate CAAP students with inflated expectations of their first-term GPA in both in-coming and follow-up survey groups differed in terms of their perceptions of the importance of "Academic Counseling" determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed

Z-score of -4.06, it may be assumed CAAP students with inflated expectations differed on this question over a two-year period. Thus, the null hypothesis was rejected.

Table 22.--"How important do you think tutoring will be or has been in determining your academic success?"

Accurate Group	N	Mean	Standard Deviation	Z
In-coming				
Tutoring	36	3.36	.723	Z=1.96 Z=3.33 -1.96<3.33<1.96
Follow-Up				
Tutoring	34	2.98	.969	

Table 23.--"How important do you think academic counseling will be or has been in determining your academic success?"

Inflated Group	N	Mean	Standard Deviation	Z
In-coming				
Academic Counseling	64	2.56	.614	Z=1.96 Z=-4.06 -1.96<-4.06<1.96
Follow-Up				
Academic Counseling	58	3.10	.831	

In Table 24, data are displayed that indicate CAAP students with accurate or conservative expectations of their first-term GPA in both in-coming and follow-up survey groups differed in terms of their perceptions of the importance of "Academic Counseling" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of -4.64, it may be assumed that CAAP students with accurate expectations differed on this question over a two-year period. Therefore, the null hypothesis was rejected.

Table 24.--"How important do you think academic counseling will be or has been in determining your academic success?"

Accurate Group	N	Mean	Standard Deviation	Z
In-coming				
Academic Counseling	36	2.58	.604	Z=1.96 Z=-4.64 -1.96<-4.06<1.96
Follow-Up				
Academic Counseling	34	3.29	.676	

In Table 25, data are displayed that indicate CAAP students with inflated expectations of their first-term GPA in both in-coming and follow-up survey groups did not differ in terms of their perceptions of the importance of "Poor Study Habits" determining their academic success. The probability level was set at the alpha

.05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of -1.36, it may be assumed CAAP students with inflated expectations did not differ on this question over a two-year period. Thus, the null hypothesis was not rejected.

Table 25.--"How important do you think poor study habits will be or have been in determining your academic success?"

Inflated Group	N	Mean	Standard Deviation	Z
In-coming				
Poor Study Habits	64	2.62	1.16	Z=1.96 Z=-1.36 -1.96<-1.36<1.96
Follow-Up				
Poor Study Habits	58	2.91	1.18	

In Table 26, data are displayed that indicate CAAP students with accurate or conservative expectations of their first-term GPA in both in-coming and follow-up survey groups did not differ in terms of their perceptions on the importance of "Poor Study Habits" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of -1.02, it may be assumed that CAAP students with accurate expectations did not differ on this question over a two-year period. Thus, the null hypothesis was not rejected.

Table 26.--"How important do you think poor study habits will be or have been in determining your academic success?"

Accurate Group	N	Mean	Standard Deviation	Z
In-coming				
Poor Study Habits	36	2.80	1.03	Z=1.96 Z=-1.02 -1.96<-1.02<1.96
Follow-Up				
Poor Study Habits	34	3.05	1.01	

In Table 27, data are displayed that indicate CAAP students with inflated expectations of their first-term GPA in both in-coming and follow-up survey groups did not differ in terms of their perceptions of the importance of "Problems Taking Exams" determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z = 1.96 and an observed Z-score of .156, it may be assumed that CAAP students with inflated expectations did not differ on this question over a two-year period. Thus, the null hypothesis was not rejected.

In Table 28, data are displayed that indicate CAAP students with accurate or conservative expectations of their first-term GPA in both in-coming and follow-up survey groups differed in terms of their perceptions of the importance of "Problems Taking Exams" in determining their academic success. The probability level was set at the alpha .05 level. Therefore, with a critical value of Z =

1.96 and an observed Z-score of -3.73, it may be assumed that CAAP students with accurate expectations differed on this question over a two-year period. Thus, the null hypothesis was rejected.

Table 27.--"How important do you think problems taking exams will be or has been in determining your academic success?"

Inflated Groups	N	Mean	Standard Deviation	Z
In-coming				
Problems Taking Exams	64	2.90	.99	Z=1.96 Z=.156 -1.96<.156<1.96
Follow-Up				
Problems Taking Exams	58	2.87	1.12	

Table 28.--"How important do you think problems taking exams will be or has been in determining your academic success?"

Accurate Group	N	Mean	Standard Deviation	Z
In-coming				
Problems Taking Exams	30	2.58	.604	Z=1.96 Z=-3.73 -1.96<-3.73<1.96
Follow-Up				
Problems Taking Exams	34	3.29	.906	

Hypothesis 4

Hypothesis 4 stated in null form that at the beginning of their junior year, College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of the value of selected academic programs. Data were obtained from the question that asked College Achievement Program students to indicate the quality of academic guidance and counseling provided by the Office of Supportive Services in the following areas: (a) academic advisement, (b) career/employment advisement, (c) Supportive Services improving overall development, (d) degree to which Supportive Services has helped you achieve your educational goals in present status, and (e) degree Supportive Services has helped improve your GPA.

The results of the mean scores and the t-tests indicate that significant differences did not exist on the perceptions of the value of academic programs between CAAP students with inflated first-term GPA and students with accurate first-term GPA at the beginning of their junior year.

Hypothesis 4 is a test for the differences in the perceptions of the value of academic programs for College Achievement Program students with inflated first-term GPA and students with accurate or conservative first-term GPA at the beginning of their junior year. In testing Hypothesis 4, students were asked to respond to the value of academic guidance and counseling on a five-point scale, with 1

being "Poor" and 5 being "Outstanding." Students were asked to respond to the importance of Supportive Services in improving their academic development on a four-point scale, with 1 being "Not Important" and 4 being "Very Important." Students were asked to respond to the degree OSS helped them achieve their educational goals and improve their GPA on a five-point scale, with 1 being "None" and 5 being "Great Degree."

Table 29 presents data that indicate CAAP students in both groups perceived "Academic Counseling" provided by OSS as being "Outstanding" in terms of academic survival at the beginning of their junior year. The probability level was set at the alpha .05 level. With the observed level at alpha .304, it may be assumed that CAAP students did not differ in terms of their perception of the quality of academic counseling at the beginning of their junior year. Therefore, the null hypothesis was not rejected.

In Table 30, data are displayed that indicate CAAP students in both groups perceived "Career/Employment Advisement" as being "Above Average" to "Outstanding" in terms of academic survival at the beginning of their junior year. The probability level was set at the alpha .05 level. With the observed level at alpha .366, it may be assumed that CAAP students did not differ in terms of their perceptions of the quality of academic counseling at the beginning of their junior year. Therefore, the null hypothesis was not rejected.

Table 29.--"On a scale of 1-5, indicate the quality of academic counseling provided by the Office of Supportive Services."

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Academic Counseling	58	4.34	1.13	t=1.98 t=-1.03 -1.98<-1.03<1.98	.304
Accurate					
Academic Counseling	34	4.11	.808		

Table 30.--"On a scale of 1-5, indicate the quality of career/employment advisement provided by the Office of Supportive Services."

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Career/Emp. Advisement	58	3.94	1.38	t=1.98 t=-.91 -1.98<-.91<1.98	.366
Accurate					
Career/Emp. Advisement	34	3.73	.864		

In Table 31, data are displayed that indicate CAAP students in both groups perceived "Improvement of Development/OSS" as being "Important" to "Very Important" in terms of their academic survival at the beginning of their junior year. The probability level was set at the alpha .05 level. With the observed level at .528, it may be assumed that CAAP students did not differ in terms of their perceptions of the value of supportive services in improving their academic development at the beginning of their junior year. Therefore, the null hypothesis was not rejected.

Table 31.--"On a scale of 1-5, how important was the Office of Supportive Services counseling in improving your overall academic development?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Improvement of Develop./OSS	58	3.27	.933	t=1.98 t=-.63 -1.98<-.63<1.98	.528
Accurate					
Improvement of Develop./OSS	34	3.14	.958		

In Table 32, data are displayed that indicate CAAP students in both groups perceived "Degree OSS Helped Achieve Educational Goals" as being "Great Degree" in terms of academic survival at the

beginning of their junior year. The probability was set at the alpha .05 level. With the observed probability at alpha .784, it may be assumed that at the beginning of their junior year CAAP students did not differ in terms of their perceptions of the value of the Office of Supportive Services helping them achieve their educational goals. Therefore, the null hypothesis was not rejected.

Table 32.--"To what degree has the Office of Supportive Services helped you achieve or try to achieve your educational goals in your present status?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Degree OSS Help Achieve Educ. Goals	57	4.50	.889	t=1.98 t=-.28 -1.98<-.28<1.98	.784
Accurate					
Degree OSS Help Achieve Educ. Goals	34	4.55	.746		

In Table 33, data are displayed that indicate CAAP students in both groups perceived "Degree OSS Helped Improve GPA" as being "Very Much" to "Great Degree" in terms of academic survival at the beginning of their junior year. The probability level was set at the alpha .05 level. With the observed probability at .883, it may be assumed that at the beginning of their junior year, CAAP students

did not differ in terms of their perceptions of the value of supportive services in helping them improve their GPA. Therefore, the null hypothesis was not rejected.

Table 33.--"On a scale of 1-5, to what degree do you perceive the Office of Supportive Services has helped you improve your GPA?"

Expectation	N	Mean	Standard Deviation	t	2-Tailed Probability
Inflated					
Degree OSS Helped Improve GPA	57	3.91	.892	t=1.98 t=-.15 -1.98<-.15<1.98	.883
Accurate					
Degree OSS Helped Improve GPA	34	3.88	1.00		

In the following chapter, the findings based on the study are presented. The researcher analyzes the findings and interprets the results.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purposes of this study were four-fold. They were to provide information concerning the following research questions: (a) Do entering students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA differ in terms of their expectations and perceptions on selected academic, social, and personal factors as contributors to academic success? These factors were (1) financial aid, (2) problems with taking exams, (3) poor study habits, (4) academic counseling, and (5) tutoring; (b) Do students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA differ in terms of their academic perceptions after completing their freshman and sophomore years? (c) Do College Achievement Program students who have accurate or conservative expectations of their first-term GPA differ in terms of changes in their perceptions of the importance of these factors over a two-year period? and (d) At the beginning of their junior year, do students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term

GPA differ in terms of their perceptions of the value of programs offered by the Office of Supportive Services?

The sample population was surveyed according to four hypotheses. The four hypotheses evaluated in this study were:

1. College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of selected factors related to academic success at the time they enter the university.

2. College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of these same factors after completing their freshman and sophomore years.

3. College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in their perceptions of these same factors between the time they enter and the time they reach junior status.

4. At the beginning of their junior year, College Achievement Program students who have accurate or conservative expectations of their first-term GPA and students who have inflated expectations of their first-term GPA will not differ in terms of their perceptions of the value of academic programs offered by the Office of Supportive Services.

Selection of Students

The subjects for this study were selected from a population of 293 freshmen College Achievement Program students who were currently in their junior year. From the total population of 293 students, the researcher randomly chose 100 students who returned the In-coming Student Survey to participate in the study. The 100 students were divided into two groups based on their expectations of their first-term grade point average. The first group (64%) comprised students who had inflated expectations of their first-term GPA and the second group (36%) comprised students with accurate or conservative expectations of their first-term GPA.

Data Collection and Statistical Treatment

The data were obtained from respondents to the In-coming Student Survey during the 1983 summer orientation program. Data were also obtained from respondents to the Follow-up Student Survey and the Supplemental Junior Survey during the first term of their junior year. The data were analyzed using the two-tailed t-tests for significant mean differences and Z-test for significant mean differences between Hypotheses 1 and 2. Analysis of the data permitted the researcher to reject or not reject a null hypothesis.

The level of confidence for determining the rejection of the null hypothesis was set at the .05 level. Significant differences in changes between expectations on the In-coming Student Survey, the Follow-up Student Survey, and perceptions on the Supplemental Junior

Survey were determined by comparing means using two-tailed t-test and Z-test for significant differences.

Findings

A t-test and Z-test for significant differences of group means were employed to test the four hypotheses in this study. There were no significant differences between the two groups in terms of freshman College Achievement Program students' perceptions and expectations with respect to academic, social, and personal factors related to academic success at the time they entered the university. Student mean responses to the In-coming Student Survey for both inflated and accurate groups suggested that financial aid, academic counseling, and tutoring were perceived to be "important" to "very important" in determining academic success. Furthermore, problems with "taking exams" and "poor study habits" were perceived as being "slightly important" to "important" in terms of keeping them from reaching academic success.

There were no significant differences between the two groups of College Achievement Program students' perceptions with respect to changes in the same selected factors upon completion of their freshman and sophomore years. The mean responses of both groups from the Follow-up Student Survey indicated that academic counseling was perceived to be "important" in determining academic success. Financial aid, tutoring, poor study habits, and problems taking exams were perceived to have been "slightly important" to "important" in determining academic success.

There were significant differences between the two groups of College Achievement Program students' perceptions with respect to the same factors related to academic success between the time the students entered and when they achieved junior status. Z-scores of both the inflated and the accurate groups surveyed indicated differences between entering CAAP students and those same students as juniors. The students differed on the importance of financial aid, tutoring, academic counseling, and problems taking exams in regards to academic success.

Specifically, College Achievement Program students with inflated expectations differed in their perceptions on the importance of financial aid between their freshman and junior years. There were no significant differences in the College Achievement Program students with accurate grade expectations with respect to their perceptions concerning the importance of financial aid during the same time period.

Significant differences existed in both inflated and accurate survey groups between the in-coming and follow-up CAAP students concerning the importance of tutoring and academic counseling in contributing to academic success.

There were no significant differences between the inflated incoming and follow-up survey groups and the accurate in-coming and follow-up survey groups with respect to their perceptions on the importance of poor study habits determining academic success.

College Achievement Program students with inflated expectations in both in-coming and follow-up survey groups did not differ in

their perceptions concerning the importance of problems in taking exams as a factor in determining academic success. There were significant differences between CAAP students with accurate expectations in both in-coming and follow-up survey groups concerning their perceptions of the importance of problems taking exams determining academic success.

There were no significant differences between the two groups of College Achievement Program students' perceptions of the value of academic programs offered by the Office of Supportive Services at the beginning of their junior year. Mean responses of both groups from the supplemental junior survey indicated the quality of the Office of Supportive Services in academic advisement, career/employment advisement, and improving overall academic development as "above average" to "outstanding." Students perceived OSS counseling as "important" in improving their overall academic development. Both groups perceived to a "great degree" that OSS helped them achieve their educational goals in their present status, and felt that OSS helped them improve their GPA "very much" to a "great degree."

Interpretations of Findings and Conclusions

The results of Hypothesis 1 indicated that there was no significant difference between the two groups of College Achievement Program students' expectations and perceptions on the selected variables related to academic success at the time they entered the university. In general, College Achievement Program students

expected that problems taking exams, poor study habits, and academic counseling were "slightly important" to "important" in terms of academic success. These perceptions are consistent with these students' previous successes in high school. An analysis of CAAP records and frequent counseling sessions indicated that students entering the program were those who either had high grade point averages in high school, little or no problems with taking exams, and perceived themselves as having good study habits in relation to their grades received on tests.

Freshman College Achievement Program students in both groups perceived or expected financial aid and tutoring to be "important" to "very important" in terms of academic success. This researcher interpreted the need for financial aid to be directly related to the fact that the majority of College Achievement Program students entering Michigan State University were recruited from urban cities and had lower socioeconomic backgrounds. Detroit, Flint, Saginaw, and Muskegon, Michigan, are cities heavily recruited and where minorities make up most of the blue-collar work force. However, when recognizing that more than 60% of Michigan State students do receive financial aid, the importance of this variable to academic success becomes even more understandable.

The results of Hypothesis 2 indicated that there was no significant difference between the two groups of College Achievement Program students' perceptions after completing the freshman and sophomore years. College Achievement Program students enrolled in

the Office of Supportive Services tended to attribute slightly greater importance to financial aid as they began their junior year. This perception is consistent with the interpretations expressed earlier in this chapter concerning their socioeconomic status and suggests that as students matriculate from freshman to junior status, they become increasingly aware of the high cost of an education, much of which is unseen before entering the university, i.e., personal expenses, supplies, billings from dropping courses early, and so on.

College Achievement Program students in both groups continued to perceive tutoring as "important" to academic success but to a slightly lower degree as they reached junior standing. Academic counseling was indicated as being "important" to "very important" and seemed to rank higher than tutoring. This researcher interpreted these results to mean that College Achievement Program students, after their freshman and sophomore years, realized the relationship between academic counseling and success while discovering that tutoring only supplements academic counseling and does not guarantee success in tough courses. College Achievement Program students ranked poor study habits as "slightly important" to "important" and perceived problems with taking exams as "important" to "very important" in terms of academic success. It is interesting that as students increased the ranking of importance of test-taking skills, those students who had accurate or conservative expectations of their first-term GPA perceived this area as being more important than those students in the inflated group.

The results of the test of Hypothesis 3 indicated that College Achievement Program students with inflated expectations of their first-term GPA and students with accurate expectations differed in their perceptions on some selected factors related to academic success over the two-year period. The results were as follows:

1. All CAAP students in both groups perceived financial aid as important to academic success but in different perspectives. In-coming CAAP students rated financial aid as less important than they did after reaching junior status (follow-up survey). As mentioned earlier, once students are enrolled, this perception change may be due to experiencing the high cost of an education. In contrast, CAAP students with accurate expectations in both in-coming and follow-up groups had similar means or no differences on the importance of financial aid. After reviewing the records of students with accurate expectations, the researcher's interpretation suggested that the difference between the two groups was due to the fact that most CAAP students with accurate expectations had parents with college experience or bachelor's degrees. Their college experiences as well as current professional positions would help in understanding and communicating the realistic costs of an education. Furthermore, many of these students were refused financial aid because of the professional positions their parents have; therefore, placing a high cost burden directly on the parents, which is surely discussed before enrollment.

2. Both inflated and accurate incoming survey groups perceived "tutoring" as "important," and after reaching junior status (follow-up survey) they changed their perceptions of "tutoring" as being "slightly important." The researcher interpreted this change as being related to improved study habits.

3. In both inflated and accurate in-coming survey groups, CAAP students perceived academic counseling as being "slightly important" compared to their rating of academic counseling being "important" after reaching junior status (follow-up survey). CAAP students' attitudes changed, however, after working with their designated counselor, who assisted them with the selection of courses, dropping and adding classes, and selecting career majors or identifying career alternatives.

4. CAAP students in both inflated and accurate survey groups had similar perceptions of the importance of "poor study habits" being related to academic success. In-coming students in the inflated and accurate expectations group perceived "poor study habits" as "slightly important" until they reached junior status. Their mean scores on the Follow-up Student Survey suggested that the freshman- and sophomore-year experiences fostered a greater awareness of the importance of developing and understanding proper study habits to assure academic success. The results of the test of Hypothesis 3 indicated that with many first-year students enrolled in College Algebra and Trigonometry along with Chemistry or Natural Science and American Thought and Language, students who previously studied periodically over a 15-week semester now had to learn to

study daily to keep up with a 10-week term system. Included in achieving proper study habits is learning and understanding good time-management skills. After freshman and sophomore years, CAAP students realized that both skills were highly related when they considered the time spent in classrooms and in most cases working in relation to organizing time for study. Therefore, considering these limited variables, it is understandable that CAAP students in both groups perceived "poor study habits" as "important" to academic success after reaching junior status.

5. There were significant differences in CAAP students' perceptions on the importance of "problems taking exams." In the inflated in-coming and follow-up survey groups, low ratings suggested that CAAP students perceived themselves as highly skilled in this area. Students in this group perceived this as a "slightly less important" factor in their in-coming and follow-up survey. In contrast, CAAP students with accurate expectations in both in-coming and follow-up groups differed in their perceptions of the importance of "problems taking exams." In-coming students in the accurate group perceived less of a problem in this area than inflated survey in-coming students. However, after accurate survey group students reached junior status, they rated "problems taking exams" as "important" to determining academic success.

The researcher's interpretation suggested a number of reasons for this difference. First, in relationship to the school districts where the majority of CAAP students are recruited (Detroit, Flint,

Saginaw), testing is less difficult for these students in comparison to many suburban districts. Therefore, CAAP students enter the university without test-taking strategies or the recognition that they are deficient in this area. Second, students with accurate expectations were more realistic in terms of the number of credits carried and the type of courses taken their freshman and sophomore years. Even though they met their first-term expectations, they realized and understood the problems related to why they were not doing better. Perhaps this explains why their perceptions changed after reaching junior status, and they rated "problems taking exams" as "important" to academic success. Third, in contrast to CAAP students with accurate expectations, a review of university records indicated that CAAP students in inflated groups consistently projected unrealistic expectations of themselves. This included, but was not limited to, the number of credits taken per term, enrollment in majors such as engineering and business, and the selection of inappropriate courses. A complete understanding of which CAAP students in this group consistently made the same mistakes that led to not accomplishing their goals escaped the researcher and warrants further research.

No significant differences were found in terms of College Achievement Program students' perceptions of the value of academic programs offered by the Office of Supportive Services. An analysis of the results showed program students ranking academic counseling, career/employment advisement, supportive services in improving overall development, the degree to which OSS helped achieve

educational goals, and the degree to which OSS helped improve GPA between "above average" and "outstanding." The results indicated that students placed a high value on the various retention strategies offered by the Office of Supportive Services.

By the beginning of their junior year, CAAP students realized the benefits of early academic counseling that assisted them in course scheduling, referrals to appropriate instructors, and career exploration. CAAP students appeared to appreciate early career exploration that assisted them with selecting the major that matched their interests, values, and needs. Knowledge of one's abilities and career opportunities can keep a good student from taking courses in an unrealistic major where poor performance could cause recessal or dismissal from the university.

College Achievement Program students seemed to suggest a close bond to the Office of Supportive Services. It was this researcher's experience that as a result of assigning every program student a counselor in his/her freshman year, CAAP students identified early at least one faculty member committed to their academic success. The continuous formal and informal interaction throughout freshman and sophomore years provided an excellent opportunity for role modeling and personal/social counseling. The Office of Supportive Services is a unique unit on MSU's campus in terms of the free academic programs offered. For these reasons, students continue to rank the program high for the consistent services it provides.

Analysis of the data from the In-coming Student Survey indicated that freshman College Achievement Program students at Michigan State University tended to overestimate, by a point, what their first-term grade point average would be. These results are consistent with the finding of McComb, previously mentioned in Chapter III. Meadows (1981) noted that "just as higher grade point averages are perceived as important to the success of students at predominantly white undergraduate institutions, so the students enrolled in the Supportive Services Program perceive high grade point averages as important to their success at Michigan State University."

Along with estimating high first-term GPA, College Achievement Program students tended to have aspirations of enrolling in postbaccalaureate programs. Within the inflated expectations group, 56.9% indicated that the master's degree was the highest degree they planned to obtain, whereas 55.6% of the students with accurate expectations planned to receive the master's degree. These results suggested the importance of special program students receiving early counseling and (a) preparation for the Graduate Records Examination, (b) information on available financial aid, (c) information on various graduate programs, and (d) entrance criteria. Providing students with knowledge concerning graduate school entrance requirements would help them select the right courses during their junior and senior years. This effort should increase their competitive level and improve their chances for acceptance.

The review of literature in Chapter II revealed a substantial amount of misunderstanding of or lack of importance given to writing, math, and study skills by the students in Special Services programs. The emphasis on the development of these skills in a precollegiate setting is paramount to students' success during their freshman year. Analysis of the follow-up and junior surveys illustrated that students in the sample eventually realized the importance of writing, math, and study skills. For this reason, the researcher perceived that the need of special "qualitative" advising by staff in the university undergraduate division is essential. This qualitative advising should not take the form of course scheduling, but should include some further examination into the student's academic background, high school curriculum, and referral to professors who are good with individualized instruction.

When viewed from a positive perspective, minority students (a) are creative and tend to excel in areas related to their interests, (b) will work hard on a task when they can see some relevance for themselves, (c) have a deep capacity for friendly and personal relationships, and (d) have self-conceptions about their academic ability that may be different from those of the majority population but are not necessarily poor.

Reflections

As mentioned in Chapter I, the researcher has worked in the Michigan State University Special Services Program for seven years as an academic guidance counselor. As a result of continuous

interactions with high school counselors during recruitment, the researcher has become aware that CAAP students' academic perceptions are developed as a result of high academic achievement in high school and the constant praise of their intellectual ability from parents, faculty, and friends. Furthermore, many minority and disadvantaged students who have acquired high academic standards and leadership recognition in high school resent being labeled "developmental," or that an institution of higher education should intimate that they are still not qualified for regular admission.

The researcher's experience and a review of Special Services Programs records indicated that many in the program do fail because of unrealistic expectations based on their high school preparation. Special Services Program counselors should be conscious of the attitudes and perceptions of first-term freshmen toward Special Services Programs and recognize the importance of conveying to them that the special services should not be viewed negatively. These issues need to be addressed early in order to design a program that will increase the students' persistence rate. A successful first-term GPA is important not only for academic reasons, but also in terms of developing a positive self-concept for the new student.

The researcher's counseling experiences suggested that because of a lack of precollegiate counseling, freshman College Achievement Program students in this study rarely considered the high school curriculum, lack of scholarly peer competition, and/or location of high school as being related to academic success in a university. In regard to the finding that both inflated and accurate in-coming

survey groups changed their perceptions of the importance of "tutoring," the researcher's experience indicated that after students receive tutoring, they realize that tutoring is slated to help them better understand concepts, while an increase in course performance rests with improved study habits, time management, and test taking skills.

The researcher perceived that the change in both inflated and accurate in-coming survey groups on the importance of "academic counseling" and "poor study habits" was related to their perception of themselves as students of high caliber who do not need special academic assistance because of their past high school performance. Once again, the researcher's experience attributed the incoming students' "slightly important" attitude to past high school success, which included praise from counselors and parents, receiving academic achievement awards, and so on.

Recommendations

It is this researcher's intention to help further implement research into retention strategies for students in programs like Supportive Services and Special Programs. Furthermore, it is hoped that future research on retention will provide information that can be generalized to all students in higher education. Since these recommendations were derived from a specific kind of student population, the recommendations should be associated with students in these types of programs. These recommendations are as follows:

1. Develop and implement a supportive services summer program. The objective would be to provide program students with an early opportunity to adjust to the new environment, attend survival skills workshops, and meet influential faculty and staff before the start of a new academic year.

2. Identify faculty mentors for minority students--faculty who will be available to students in and out of classroom settings. It would not be difficult to have a list of such identified faculty at hand and to refer students to them. Such faculty should be rewarded for their services. Emeritus professors would also be a good resource for students.

3. The university should support a required course for all special services first-term freshmen, addressing the issues of financial aid, study skills, time management, and career opportunities, resources, and referrals.

4. Role modeling is critically important for students in these kinds of programs; therefore, sponsoring some of the more successful seniors to go back to their former high schools with the recruitment officers to talk about their experience should prove to be useful and beneficial.

5. Universities should recruit and hire more minority faculty, administrators, and staff to serve as models of achievement and to be resources to assist students with their problems.

6. Minority students should receive an orientation to the university that helps them understand the academic expectations of the university and learn early-on how to go about satisfying those

expectations; plan personal goals, which may be in keeping with, or in addition to the goals of the university; and learn how to locate resources that can be used to satisfy academic, social, psychological, and economic needs.

Recommendations For Further Research

1. An in-depth study is needed to determine why College Achievement Program students do not take advantage of the services offered to them at an earlier time.

2. Further research needs to be conducted to discover why College Achievement Program students experience academic trouble during their freshman year. This information would prove beneficial in increasing retention efforts.

3. Conduct research to see what majors College Achievement Program students are attracted to, why they are attracted to them, and how successful they are in those majors.

4. Conduct research on disadvantaged students from certain high schools of predominant recruitment to enhance university administrators' knowledge of their social and cultural expectancies.

5. Expand research activities on freshman expectancies and perceptions of regular admits for cross-analysis with special program students. Similar results would add credibility to generalize retention strategies to all students.

6. Conduct research on College Achievement Program students who have graduated from Michigan State University and obtained

professional employment. This information would assist retention efforts and career development for new program students.

APPENDICES

APPENDIX A

IN-COMING STUDENT SURVEY

OFFICE OF SUPPORTIVE SERVICES

INCOMING STUDENT SURVEY

1. Name _____ Student Number _____

2. Date of Birth: month _____ day _____ year _____

FOR QUESTIONS 3-8, PLEASE CIRCLE THE APPROPRIATE RESPONSE.

3. Your sex is:

   1 - female
   2 - male

4. When did you make the decision to attend college?

   1 - I have always planned to attend college
   2 - Before the seventh grade
   3 - Eighth or ninth grade
   4 - Tenth or eleventh grade
   5 - Twelfth grade
   6 - I don't remember when I made the decision

5. What do you estimate your average grade will be for the first term of your freshman year?

   1 - 4.0
   2 - 3.5
   3 - 3.0
   4 - 2.5
   5 - 2.0
   6 - 1.5
   7 - 1.0
   8 - 0.0

6. Do you plan on getting a degree from MSU or another school?

   1 - MSU
   2 - Other (please specify if known) _____
   3 - No degree

7. What is the highest academic degree that you intend to obtain?

   1 - Associate degree
   2 - Bachelor degree
   3 - Master degree
   4 - Doctoral degree
   5 - Professional/Technical degree, i.e.: lawyer, medical technician, etc.
   6 - I plan not to get a degree

8. How long do you think it will take you to get the amount of education you desire?

   1 - less than four years
   2 - four years
   3 - five to six years
   4 - seven to eight years
   5 - nine years or more

FOR QUESTIONS 9-11, PLEASE USE THE FOLLOWING RESPONSE CHOICES:

   1 - grammar school or less
   2 - some high school
   3 - high school graduate
   4 - some college
   5 - college graduate

Place the number of the appropriate response on the blank following the question.

9. What is the highest level of formal education obtained by your father (leave blank if not applicable to you)? _____

10. What is the highest level of formal education obtained by your mother (leave blank if not applicable to you)? _____

11. What is the highest level of formal education obtained by your oldest brother/sister (leave blank if not applicable to you)? _____

Questions 12-20 asks you to tell us HOW IMPORTANT EACH OF THESE FACTORS WERE IN INFLUENCING YOUR DECISION TO ATTEND COLLEGE. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
12.	Guidance	1	2	3	4
13.	Friends	1	2	3	4
14.	Parents	1	2	3	4
15.	Teachers	1	2	3	4
16.	Other adult acquaintances	1	2	3	4
17.	College recruiters	1	2	3	4
18.	Financial aid	1	2	3	4
19.	Upward Bound Program	1	2	3	4
20.	Talent Search	1	2	3	4

Are there other factors that influenced you to attend college? Please list them here:

_____

_____

_____

Questions 21-30 ask HOW IMPORTANT DO YOU THINK EACH OF THE FOLLOWING WILL BE IN DETERMINING YOUR ACADEMIC SUCCESS. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
21.	Financial aid	1	2	3	4
22.	Personal motivation	1	2	3	4
23.	Parent encouragement	1	2	3	4
24.	Friends' encouragement	1	2	3	4
25.	Instructors' encouragement	1	2	3	4
26.	Academic counseling	1	2	3	4
27.	Tutoring	1	2	3	4
28.	Living conditions	1	2	3	4
29.	Hard work	1	2	3	4
30.	Self-confidence	1	2	3	4

Questions 31-36 ask HOW IMPORTANT DO YOU THINK EACH OF THE FOLLOWING WILL BE IN KEEPING YOU FROM REACHING ACADEMIC SUCCESS. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
31.	Problems in math courses	1	2	3	4
32.	Problems with writing	1	2	3	4
33.	Problems in reading	1	2	3	4
34.	Problems in science courses	1	2	3	4
35.	Problems with taking exams	1	2	3	4
36.	Poor study habits	1	2	3	4

Questions 37-45 ask WHAT IS YOUR BEST GUESS AS TO THE CHANCES THAT YOU WILL DO THE FOLLOWING. Please CIRCLE the most appropriate response.

		Good Chance	Some Chance	Little Chance	No Chance
37.	Change your major field of study	1	2	3	4
38.	Change career choice	1	2	3	4
39.	Fail one or more courses	1	2	3	4
40.	Repeat one or more courses	1	2	3	4
41.	Drop out of college	1	2	3	4
42.	Transfer to another college/university	1	2	3	4
43.	Join the Armed Forces	1	2	3	4
44.	Work part-time while attending college	1	2	3	4
45.	Get married while in college	1	2	3	4

Questions 46-53 ask HOW IMPORTANT EACH OF THE FOLLOWING CAREER CHARACTERISTICS ARE TO YOU. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
46.	High income	1	2	3	4
47.	Opportunity to help others	1	2	3	4
48.	Opportunity to use special talents	1	2	3	4
49.	Being respected on my job	1	2	3	4
50.	Having job security	1	2	3	4
51.	Doing original work	1	2	3	4
52.	Having power to influence decisions	1	2	3	4
53.	Enjoying my work	1	2	3	4

Are there other factors of importance to you in your career choice? Please list them here.

_____

_____

_____

What is your career goal, if you have decided on one? Please list here.

_____

_____

_____

Questions 54-63 ask you to indicate the IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
54.	Having an active social life	1	2	3	4
55.	Helping others who are in difficulty	1	2	3	4
56.	Having a variety of friends	1	2	3	4
57.	Being respected by others	1	2	3	4
58.	Developing a philosophy of life	1	2	3	4
59.	Living as my parents expect	1	2	3	4
60.	Influencing social values	1	2	3	4
61.	Being well off financially	1	2	3	4
62.	Never being obligated to people	1	2	3	4
63.	Keeping up-to-date with politics	1	2	3	4

Questions 64-69 ask HOW IMPORTANT EACH OF THE FOLLOWING ARE IN CHOOSING YOUR CAREER. IF YOU HAVE NOT CHOSEN A CAREER, HOW IMPORTANT DO YOU THINK THEY WILL BE IN YOUR EVENTUAL CHOICE. Please CIRCLE the most appropriate response.

		Very Important	Important	Slightly Important	Not Important
64.	Influence of family	1	2	3	4
65.	Influence of person in that field	1	2	3	4
66.	Special talent that I have	1	2	3	4
67.	Work experience	1	2	3	4
68.	Career counseling	1	2	3	4
69.	The mass media (TV & Radio)	1	2	3	4

From the following list of undergraduate majors at Michigan State University, indicate the four which you would most likely pursue. If you have already declared a major preference, mark your major plus three others of greatest interest to you.

Please place the code number of the major in the blank.

70. Your first choice or chosen major _____

71. Your second choice _____

72. Your third choice _____

73. Your fourth choice _____

Accounting and Financial Administration 01
Agriculture and Natural Resources 02
Agricultural Engineering 03
Agricultural Technology 04
Anthropology 05
Art 06
Audiology and Speech Sciences 07
Biochemistry 08
Biological Science 09
Business Administration 10
Business Law, Office and Insurance Administration 11
Chemical Engineering 12
Civil Engineering 13
Communication 14
Communication Arts-Mass Media 15
Computer Science 16
Criminal Justice 17
Economics 18
Electrical Engineering 19
Elementary and Special Education 20
Engineering 21
Engineering Arts 22
Engineering Sciences 23
English 24
General Science 25
Geography 26
German and Russian 27
Health, Physical Education and Recreation 28
History 29
Hotel, Restaurant and Institutional Management .30
Human Ecology 31
James Madison College 32
Journalism 33
Justin Morrill College 34
Labor and Industrial Relations 35
Linguistics, Oriental and African Languages 36
Lyman Briggs College 37
Management 38
Marketing and Transportation 39
Mathematics and Statistics .40
Mechanics 41
Mechanical Engineering 42
Medical Technology 43
Music 44
Natural Resources 45
Natural Resources and Environmental Education 46
Nursing 47
Philosophy 48
Physical Sciences 49
Political Science 50
Pre-professional 51
Pre-veterinary 52
Psychology 53
Racial and Ethnic Studies ...54
Religious Studies 55
Romance Languages 56
Secondary Education 57
Social Science Multidisciplinary 58
Social Work 59
Sociology 60
Television and Radio 61
Theatre 62
Urban and Metropolitan Studies 63
Urban Planning and Landscape Architecture 64

APPENDIX B

FOLLOW-UP STUDENT SURVEY

OFFICE OF SUPPORTIVE SERVICES

FOLLOW-UP STUDENT SURVEY

1. Name _____ Student Number_____

FOR QUESTIONS 2-8, PLEASE CIRCLE THE APPROPRIATE RESPONSE.

2. Your sex is:

   1 - female
   2 - male

3. When did you make the decision to attend college?

   1 - I have always planned to attend college
   2 - Before the seventh grade
   3 - Eighth or ninth grade
   4 - Tenth or eleventh grade
   5 - Twelfth grade
   6 - I don't remember when I made the decision

4. Was your first term G.P.A. higher, lower or what you expected?

   1 - higher than expected
   2 - lower than expected
   3 - what I expected

5. Do you plan on getting a degree from MSU or another school?

   1 - MSU
   2 - Other (please specify if known) _____
   3 - No degree

6. What is the highest academic degree that you intend to obtain?

   1 - Associate degree
   2 - Bachelor degree
   3 - Master degree
   4 - Doctoral degree
   5 - Professional/Technical degree, i.e., lawyer, medical technician, etc.
   6 - I plan not to get a degree

7. Is the degree that you now intend to obtain higher, lower or the same degree you intended to obtain when you entered college?

   1 - higher
   2 - lower
   3 - the same level

8. How long do you think it will take you to get the amount of education you desire?

   1 - less than four years
   2 - four years
   3 - five or six years
   4 - seven to eight years
   5 - nine years or more

Questions 9-17 ask you to tell us HOW IMPORTANT EACH OF THESE FACTORS WERE IN INFLUENCING YOUR DECISION TO ATTEND COLLEGE. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
9. Guidance Counselor	1	2	3	4
10. Friends	1	2	3	4
11. Parents	1	2	3	4
12. Teachers	1	2	3	4
13. Other adult acquaintances	1	2	3	4
14. College recruiters	1	2	3	4
15. Financial aid	1	2	3	4
16. Upward Bound Program	1	2	3	4
17. Talent Search	1	2	3	4

18. Are there other factors that influenced you to attend college? Please list them here:

_____

_____

_____

Questions 19-28 ask HOW IMPORTANT DO YOU THINK EACH OF THE FOLLOWING HAVE BEEN IN DETERMINING YOUR ACADEMIC SUCCESS. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
19. Financial aid	1	2	3	4
20. Personal motivation	1	2	3	4
21. Parent encouragement	1	2	3	4
22. Friends' encouragement	1	2	3	4
23. Instructors' encouragement	1	2	3	4
24. Academic counseling	1	2	3	4
25. Tutoring	1	2	3	4
26. Living conditions	1	2	3	4
27. Hard work	1	2	3	4
28. Self-confidence	1	2	3	4

Questions 29-34 ask HOW IMPORTANT DO YOU THINK EACH OF THE FOLLOWING WILL BE IN DETERMINING YOUR ACADEMIC SUCCESS. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
29. Problems in math courses	1	2	2	4
30. Problems with writing	1	2	3	4
31. Problems in reading	1	2	3	4
32. Problems in science courses	1	2	3	4
33. Problems with taking exams	1	2	3	4
34. Poor study habits	1	2	3	4

Questions 35-43 ask WHAT IS YOUR BEST GUESS AS TO THE CHANCES THAT YOU WILL DO THE FOLLOWING. Please CIRCLE the most appropriate response.

	Good Chance	Some Chance	Little Chance	No Chance	Have Already Done
35. Change your major field of study	1	2	3	4	5
36. Change career choice	1	2	3	4	5
37. Fail one or more courses	1	2	3	4	5
38. Repeat one or more courses	1	2	3	4	5
39. Drop out of college	1	2	3	4	5
40. Transfer to another college/university	1	2	3	4	5

41. Join the Armed Forces	1	2	3	4	5
42. Work part-time while attending college	1	2	3	4	5
43. Get married while in college	1	2	3	4	5

Questions 44-51 ask HOW IMPORTANT EACH OF THE FOLLOWING CAREER CHARACTERISTICS ARE TO YOU. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
44. High income	1	2	3	4
45. Opportunity to help others	1	2	3	4
46. Opportunity to use special talents	1	2	3	4
47. Being respected on my job	1	2	3	4
48. Having job security	1	2	3	4
49. Doing original work	1	2	3	4
50. Having power to influence decisions	1	2	3	4
51. Enjoying my work	1	2	3	4

52--Are there other factors of importance to you in your career choice? Please list them here.

_____

_____

_____

53--What is your career goal, if you have decided on one? Please list here.

_____

_____

_____

Questions 54-63 ask you to indicate the IMPORTANCE TO YOU PERSONALLY EACH OF THE FOLLOWING. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
54. Having an active social life	1	2	3	4

55. Helping others who are in difficulty	1	2	3	4
56. Having a variety of friends	1	2	3	4
57. Being respected by others	1	2	3	4
58. Developing a philosophy of life	1	2	3	4
59. Living as my parents expect	1	2	3	4
60. Influencing social values	1	2	3	4
61. Being well-off financially	1	2	3	4
62. Never being obligated to people	1	2	3	4
63. Keeping up-to-date with politics	1	2	3	4

Questions 64-69 ask HOW IMPORTANT EACH OF THE FOLLOWING ARE IN CHOOSING YOUR CAREER. IF YOU HAVE NOT CHOSEN A CAREER, HOW IMPORTANT DO YOU THINK THEY WILL BE IN YOUR EVENTUAL CHOICE. Please CIRCLE the most appropriate response.

	Very Important	Important	Slightly Important	Not Important
64. Influence of family	1	2	3	4
65. Influence of person in the field	1	2	3	4
66. Special talent that I have	1	2	3	4
67. Work experience	1	2	3	4
68. Career counseling	1	2	3	4
69. The mass media (TV & Radio)	1	2	3	4

APPENDIX C

SUPPLEMENTAL JUNIOR SURVEY

1985-86 JUNIOR SURVEY

Using the following scale, please indicate the quality of academic guidance and counseling assistance provided by the Office of Supportive Services in the following areas. Please use key below:

KEY: 1 = Outstanding
2 = Above Average
3 = Average
4 = Below Average
5 = Poor

1. _____ Academic Advisement
2. _____ Career/Employment Advisement
3. _____ Financial Aid Counseling
4. _____ Personal/Social Counseling
5. _____ Other Academic Referral Resources
6. _____ Tutorial Assistance
7. _____ Other University Student Affairs Resources
8. _____ University Structure
9. _____ Overall rating of your Academic Guidance Counselor's genuine concern.

10. How many times during your freshmen and sophomore years did you see your Academic Guidance Counselor ? _____

11. How important was supportive services counseling in improving your overall academic development ?

_____ Very Important

_____ Important

_____ Slighty important

_____ Not Important

Workshops

How important were each of the following workshops in helping you academically attain junior status? Please use the following scale.

1.Very important
2.Important
3 Slighty important
4.Not important
5.Did Not Attend

	Very Important	Important	Slightly Important	Not Important	Did Not Attend
12. Financial Aid	1.	2.	3.	4.	5.
13. Library Usage	1.	2.	3.	4.	5.
14. Test Taking Skills	1.	2.	3.	4.	5.
15. Time Management	1.	2.	3.	4.	5.
16. Values Clarification	1.	2.	3.	4.	5.
17. Study Skills	1.	2.	3.	4.	5.

Tutorial Assistance

18. How many different classes were you tutored in ?_____

19. In general, how important was tutoring in helping you to improve your grades ?

_____ Very Important

_____ Important

_____ Slighty Important

_____ Not Important

_____ Did Not Recieve Tutoring

20. To what degree did you find tutorial assistance helpful ?

_____ A large amount

_____ A medium amount

_____ A Small amount

_____ None

Student Assistants

The Office of Supportive Services provides student assistants (peer-counselors) to assist freshmen students with their adjustment to the university.

21. Did you have interaction with a Student Assistant ?

_____ yes _____ no if so how many times ? _____

Rate your Student Assistant in the quality of service provided or referral in the following areas. Please use key below:

1.= Outstanding
2.= Above Average
3.= Average
4.= Below Average
5.= Poor

22. _____ Career Guidance

23. _____ Academic Advisement

24. _____ Tutorial Assistance

25. _____ Providing information on Workshops

26. _____ Providing information on Student Group Meetings

27. _____ Encouraging you to remain in school

28. _____ Helping you to adjust socially to college life

GENERAL

29. What is your GPA ?

4.00 - 3.51_____ 2.00 - 1.51_____

3.50 - 3.01_____ 1.50 - 1.01_____

3.00 - 2.51_____ 1.00 or below_____

2.50 - 2.01_____

30. Is your GPA lower,higher or what you originally expected ?

_____ Lower _____higher _____ What I expected

31. To what degree has the Office Of Supportive Services helped you achieve or try to achieve your educational goals in your present status ?

_____ Great Degree

_____ Very Much

_____ Some

_____ Very Little

_____ None

32. To what degree do you feel the Office Of Supportive Services has helped you improve your GPA ?

_____ Great Degree

_____ Very Much

_____ Some

_____ Very Little

_____ None

How important were each of the following factors in helping you to remain academically eligible in order to continue in school ?

1- very important
2- important
3- slightly important
4- not important

		Very Important	Important	Slightly Important	Not Important
33.	The Supportive Services Program	1	2	3	4
34.	Your Academic Guidance Counselor	1	2	3	4
35.	Your Student Assistant	1	2	3	4
36.	Tutoring	1	2	3	4
37.	Study Skills Workshops	1	2	3	4
38.	Time Management Workshops	1	2	3	4
39.	Test Taking Workshops	1	2	3	4
40.	Academic Scheduling	1	2	3	4
41.	Instructors Encouragement	1	2	3	4
42.	Financial Aid	1	2	3	4
43.	Friends Encouragement	1	2	3	4
44.	Parents Encouragement	1	2	3	4
45.	Hard Work	1	2	3	4
46.	Selection of the right major for you	1	2	3	4
47.	Self Confidence	1	2	3	4
48.	Living Conditions	1	2	3	4
49.	Personal Motivation	1	2	3	4
50.	Gaining a better perception of your chosen major through summer internships	1	2	3	4

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