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A STUDY MANAGEMENT COURSE FOR HIGH-RISK
BLACK COLLEGE FRESHMEN

by

Mark Andrew Jackson

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
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Western Michigan University
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A STUDY MANAGEMENT COURSE FOR HIGH-RISK
BLACK COLLEGE FRESHMEN

Mark Andrew Jackson, Ph.D.

Western Michigan University, 1990

Attrition of high-risk, black college students has been a perpetual problem faced by colleges and universities. The importance of not only attending college, but actually receiving a degree has substantially greater cultural, educational, societal, and financial implications for black people than for whites. Also, because of shifting demographics, the relatively high attrition rates of black students will have an even greater impact on colleges and universities in upcoming years.

A review of the literature indicates that the origins of this problem are most directly related to academic deficiencies, poor motivation, and inadequate time management and self-management. While there exist numerous efforts designed to affect academic and motivational deficiencies, relatively few efforts have attempted to directly address the problems of time management in an on-going manner. Two preliminary studies offer some background with respect to this area. The purpose of the present study was to evaluate the impact of a study management course on the

academic performance of high-risk, black college freshmen admitted to Western Michigan University, Kalamazoo, on academic probation through the Martin Luther King Program. The Study Management course was designed to provide behavioral consequences for the students' study behavior more immediately than is normally the case. Participants in the study management course met weekly with upper-class students to plan and review academic assignments, attended a study center for a minimum of eight hours per week, and received regular progress reports from course instructors. Although the students generally evaluated the course very positively, the procedures did not generate statistically significant differences between semester grade-point-averages at the .05 level.

Several recommendations were provided for improving the study management course, and more generally, decreasing the attrition of high-risk, black college students. These recommendations included (a) increasing exposure to academic skill strengthening activities; (b) providing students with additional training in study skills and strategies; (c) instituting a more detailed and quantitative, on-going evaluation of students' progress along relevant academic dimensions; and (d) providing a means by which high-risk students will be required to participate in such activities, as well as meaningful differential consequences for compliance and non-compliance.

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Jackson, Mark Andrew, Ph.D.

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First, above all, in the name of God who made this and all things possible, I devote this and future efforts to the youth whom this problem directly and disproportionately affects. I most graciously and respectfully thank my family and my partners for their immeasurable contributions to my existence which made me who I am today. In my heart we shall forever be inseparable.

I thank Malcolm, Martin, Jesse, and yes, Danny Sledge for opening my eyes forever to the differences that exist in our society and providing me with the knowledge that we cannot sit idly by and wait for others to improve our situation. They have instilled in me the inspiration necessary to continue to strive to "make a difference."

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honor to work with a person who has such an objective and outcome-oriented approach to the improvement of the human condition (with particular emphasis on black populations). I truly believe that it is unfortunate that so few think as we do. (I really think you know the score.)

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Mark Andrew Jackson

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CHAPTER I

INTRODUCTION

The Problem of Attrition for Minority Students

Student attrition in higher education has been a serious problem for colleges and universities. Recent statistics at Western Michigan University, Kalamazoo, Michigan, indicate that 24% of enrolled freshmen do not return for their sophomore year (Asher, 1987). National dropout statistics are comparable at 25% (Bureau of the Census, 1980). This problem is particularly distressing for ethnic minority students given the options available to black students who either do not or cannot complete the requirements for a college degree. Asher (1987) also reported that 36% of the regularly admitted black freshmen did not return for their sophomore year.

Attrition is an even greater factor at the high school level. When compared with white high school students, black high school students are decidedly less likely to graduate from high school, much less enroll in college (McNett, 1983). Forty-three percent of black youth aged 18 and 19 have failed to graduate from high school, as

compared to only 25% of the white youth (Boyer 1981; College Entrance Examination Board, 1985).

The high school dropout rate for minority¹ students in many of the larger urban cities is often higher. For example, in New York City, recent statistics have reported an attrition rate among black males of almost 75%. In Detroit, where 88% of the public school population is black, the dropout rate is well over 50% (Riley, 1986). The acquisition of a college degree can result in a significant difference in the income of an individual as compared with a high school diploma or less. For example, the mean annual earnings for males in the United States with four years of high school is \$17,648, as compared to an average of \$25,943 with four years of college (Bureau of the Census, 1980). This difference is substantial in spite of the fact that four years in high school or college may not have resulted in a diploma for many individuals. When race is taken into consideration, an even greater difference exists (see Table 1).

The situation is equally distressing when viewing the employment rates for high school graduates. For example, only 59% of black (and other minority) high school gradu-

¹Although this review is focused primarily on black students, several statistics are not limited to blacks, but deal with all minorities. However, generally, one can assume that the largest proportion of minorities are black.

ates are employed, as compared to 90% of white high school graduates (Bureau of the Census, 1986). Furthermore, it is reasonable to believe that the career options of a high school graduate can be rather limited without a college degree. Therefore, the global view may be described as this: blacks are less likely to graduate from high school; those who go to high school are less likely to go to college. Those who go to college are less likely to gradu-

Table 1
Mean Annual Earnings by Education

	White Males	Black Males
Four years of High School	\$18,037	\$13,726
Four years of College	\$26,394	\$18,223
Difference	\$8,357	\$4,497

uate from college. Those who graduate from college are perhaps less likely to have impressive grade-point-averages. Those who graduate from college may also be less likely to have "impressive" majors (Williams, 1984) and might therefore be less likely to make substantial contributions to society, as well as receive the benefits of society (make as much money) in proportion to their human

potential. If such a scenario is actually the case, the projected outlook for the standard of living of this subset of the population is rather discouraging when compared to that of their white counterparts.

The income and unemployment data mentioned above emphasize the importance for black students of attending college for four years. In fact, with reference to the figures in Table 1, the difference between the yearly incomes of \$13,000 to \$18,000 may be more important in terms of overall standard of living than the difference between \$18,000 and \$26,000.

A possible interpretation of the income discrepancies between blacks and whites of equal educational levels may identify the causes to be racism and discrimination in the job market. However, these data do not control for comparable major fields of study or GPAs between the two groups. For example, it may be that more white students, by virtue of larger proportions with better academic accomplishments earlier in life (i.e., high school) may more often choose major fields of study that traditionally pay higher salaries (such as engineering, physics, and business) than the fields of study that black students most often choose (such as education, communications, and social work). But if black students with similar majors and academic achievements (GPAs, standardized test scores,

etc.) secure lower-level positions and lower salaries, then the black students have not been helped effectively to achieve a sufficient repertoire to adequately compete with other college students. In other words, they have been allowed to progress through college with inadequate educational repertoires (academic, motivational, time management, etc.) and are now getting "short-changed" in terms of the amount of time spent in higher education. Then, the issue of discrepant incomes should focus on first, increasing the number of blacks graduating with a college degree, and second, increasing the value of that college degree.

Because there are numerous interrelated and complex reasons why many black college students often do not perform as well as white students, this analysis will be restricted to the approaches most clearly related to those very factors affecting academic performance, as opposed to social causes of attrition with high-risk minority students. Also included will be a review of the recent educational literature on programs that colleges and universities have instituted to decrease minority student attrition. In addition, some of the problems encountered in these attempts to assist the students will be mentioned.

The University's Perspective

An increasing number of high-risk minority students are attending universities due to special admission policies. As universities have increased their recruitment efforts to compete for a shrinking college-bound population, many have developed special programs to provide assistance to high-risk minority students. Unfortunately, in many cases, most of the attention focused on assisting minority students falls off drastically soon after they are recruited and arrive on the college campuses. Of the five largest universities in the state of Michigan, for example, only one has a support program for minority students that extends beyond the first year ("Similar Programs," 1987). Because of shifts in both age and ethnic/racial demographics, colleges will soon be faced with a substantially larger percentage of minorities in the overall population over the next few decades (McNett, 1983; Hodgkinson, 1987).

In Michigan, for example, the total population increased 4%, but the public school population declined by 19%. Hodgkinson (1987) suggested that, the fact that minority public school students in Michigan were 42% of all students in 1982 (15% in 1970), is primarily a function not of increased black immigration or fertility, but of a sharply decreased white fertility rate in Michigan. These authors further note that the trend of increasing minority

percentages of the population and decreasing white fertility rates exists nationwide. Hodgkinson further predicts that public postsecondary institutions will face shrinking enrollments as the college-age group declines. It seems plausible that universities might best prepare for this shift in demographics by further developing their technologies and programs to adequately serve the anticipated increase in minority students.

Reasons for Attrition

Many of the efforts by colleges to decrease student attrition are focused on areas rather indirectly related to academic performance. Some university administrators prefer to discuss retention in a more global sense; for example, Turner (1980) noted that a wide range of factors (most of which involve student satisfaction) must be considered when attempting to identify the variables controlling minority college student attrition. Universities spend hundreds of thousands of dollars on the provision of educational, social, and recreational activities ranging from personal and career counseling to faculty/student interaction programs. Much of this money is likely directed toward programs and activities that assist students in feeling more comfortable while on the college campus, such as student groups, dances, concerts,

dorm facilities, etc. In other words, these are efforts to keep the students from attending other schools, in contrast to more specific efforts directed toward keeping them in school. It might be argued that these efforts help students to be happier and more comfortable, with the assumption that comfortable, happy students might be more likely to stay in college, rather than drop out; but these are certainly not efforts that are geared toward improving academic performance. While the issue of student comfort and satisfaction should certainly be an issue of concern for administrators, this review will limit the discussion to retention activities and programs whose purpose is to more directly affect students' academic performance. As a result, we are left with programs dealing with (1) inadequate academic preparation, (2) insufficient motivation, and (3) poor performance management.

Inadequate Academic Preparation

Considering that a large percentage of non-returning students are "high-risk" students, i.e., students whose GPAs and standardized test scores fall below the college's minimum requirements (Asher, 1987), an increasingly important task has been the remediation of basic academic skills. Many of these students have yet to receive the type of academic preparation necessary to effectively

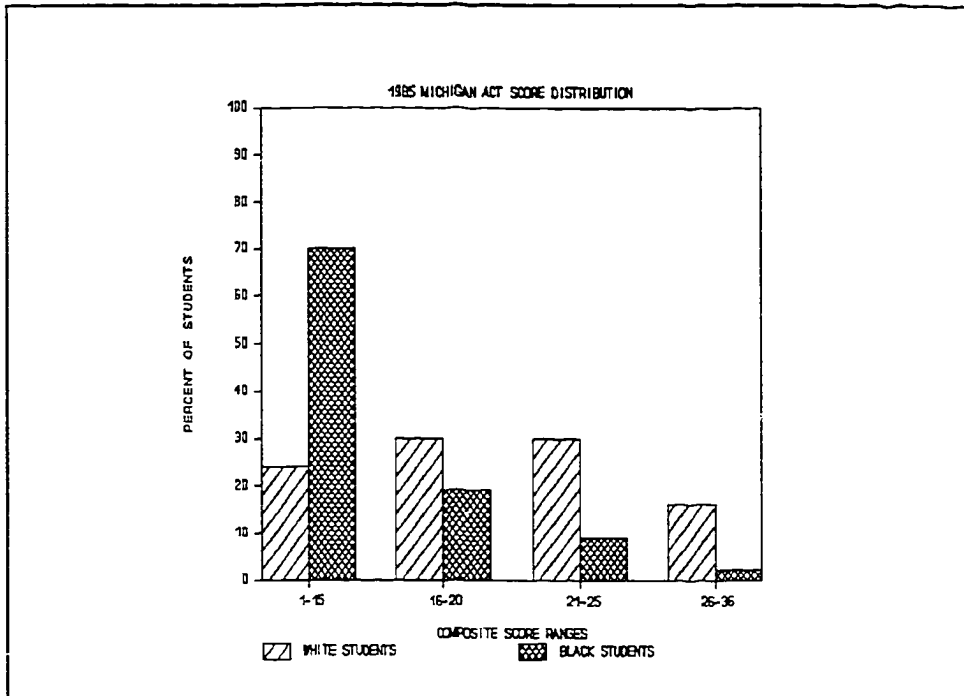


Figure 1. ACT Composite Score Distribution for Michigan Students in Relative Percentages.

compete on the college level. In some cases, students may even receive good grades in their high school courses and establish respectable GPAs. However, standardized test scores such as the American College Test (American College Testing Service, 1985) and Standardized Achievement Test (College Board, 1985)² sometimes indicate that severe

²The ACT and SAT are designed to aid college and university admissions officers in evaluating the qualifications of applicants for admission. The tests in the ACT battery are achievement-oriented, emphasizing the ability to apply developed skills in the areas of English, Mathematics, Social Studies, and Natural Science. A score is reported for each subtest and, in addition, the average of the four test scores is reported as a Composite Score.

deficits exist in the college bound minority population as compared to non-minority students (an example of this situation might be a black student with a 3.0 GPA and a 10 ACT composite, as contrasted with a white student with a 3.0 GPA who might be more likely to have an ACT composite in the mid 20's). The College Entrance Examination Board (1985) reported that the average ACT composite score for high school students tested in the United States was 18 (range = 1-36). The average score for white students was 19, while the average score for black students was 13. This deficit is clearly indicated by the disproportionate percentage of black high school students failing to score in the middle and upper ranges (American College Testing Service, 1985). Figures 1 and 2 show that 70% of the black students in Michigan taking the ACT in 1985 scored in the low range (1-15), as compared to only 24% of the white students. On the other hand, only 11% of the black students scored in the 21-36 range, as compared to 46% of white students. This upper range is normally associated with students who have the greatest likelihood of academic success at the university level.

It is important to note that these black students (those having taken the ACT) are no less likely to graduate from high school, that is, they probably are (or want to be) college-bound. However, as their scores indicate, many

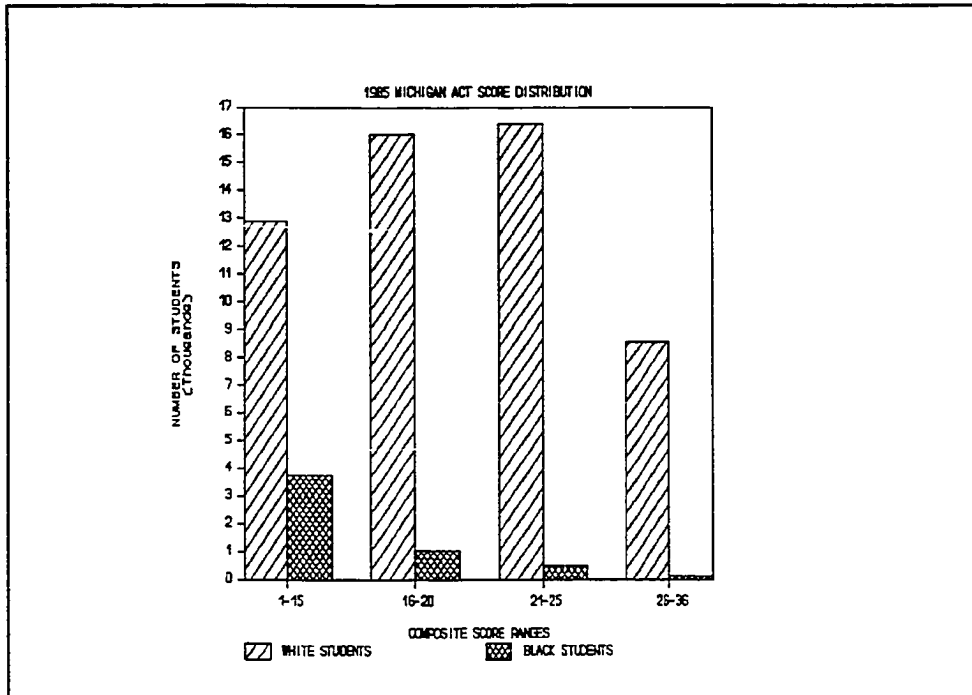


Figure 2. ACT Composite Score Distribution for Michigan Students in Actual Numbers.

will need some type of remedial assistance. These problems have their origins early in the student's home, community, and school system, but often may not be effectively acknowledged and dealt with until the student actually leaves those particular settings, for example, to attend college, despite low GPAs and test scores.

Typically, many of these high-risk black students gain admission to college, perform poorly in their course work, and either voluntarily withdraw or are academically dismissed (Lanward, 1984). At Western Michigan University, for example, the Martin Luther King Program for high-risk

minority freshman experienced a 44.2% first-year attrition rate in 1985-86.

Poor Motivation

Virtually all of the larger colleges and universities attempt to address the issue of high-risk students by offering admission under the condition of academic probation. Through the probationary period, the university stipulates that the student has one or two semesters to establish a GPA meeting the minimal requirements or be dismissed from the university. Most educators would probably agree that such probationary programs are designed to affect motivational deficits as a possible source of their low grades. Yet if the students' test scores indicate that they have academic deficits, and not necessarily just motivational deficits, the probationary period will probably not assist them in overcoming the academic difficulties. Apparently, this type of ultimatum is designed, at least in part, to provide the incentive to bring about the study behaviors necessary to result in satisfactory academic accomplishments. Those who advocate this policy seem to believe that at least one reason why the high-risk students do not do well is because they do not possess the motivation to do well. Because these students may often experience high absenteeism, low

assignment completion, or low quality of assignments completed, education officials might conclude that the students "really do not want to be in college." However, further inquiry might reveal that there are many low-performing students who, when asked, desire very much to do well in their classes and to eventually graduate from college; but they still experience much difficulty and little success in the actual setting of college. The reasons the students are not doing well are sometimes as much a mystery to the students as to their instructors. It is often difficult to serve as an analyst of one's own behavior.

Motivation in this context refers to the extent to which a student values the outcome produced by a certain activity relative to other events. We often assume that if people do not do what is needed to achieve a particular outcome, then they must not value that particular outcome. In some cases, this assumption may be false. For example, people who try desperately to lose weight or to stop smoking may actually value the possible outcomes of those activities. However, they may be unable to maintain those activities because of poor self-management skills. Similarly, the high-risk students may desire very much to do well in their classes but due to poorly developed time management and self-management skills, they too may be

unable to maintain their efforts toward improvement.

Poor Performance Management

Procrastination is the act of putting off doing something until a future time. Further analysis may reveal that in situations where a person is said to have procrastinated, the person often engages in some more immediately rewarding activity than the activity that has been "put off." For example, the (often small) rewards for studying must compete with more interesting and enjoyable (and less effortful) things to do. The problem of "not getting important things done" therefore becomes an issue of ineffective time management and/or self-management. Unfortunately, it may take a great deal of time for students to acquire and use these skills effectively. In addition, due to the limited probationary period they often encounter, these students may have only two or three semesters to acquire this repertoire and improve their performance and grades. Given the probability that these behaviors are complex in nature, it seems reasonable that it would require either an intensive, comprehensive effort from the student and educators or an additional extended period of time (quite possibly, both) to overcome these difficulties.

During the probationary period, the student is not

likely to contact such an intensive intervention. They may therefore give up and drop out of college, quoting popular sayings like "college just isn't for everybody," or end up being academically dismissed by an educational administration that was "generous enough" to offer them an opportunity to succeed in higher education that they apparently did not feel was important enough to take advantage of, as allegedly evidenced by their frequent absences and low-quality work.

We act as if, when we are faced with individuals who need some type of help, they are only worthy of our concentrated efforts when they continue to actively and enthusiastically participate in whatever we want them to do. Otherwise, we in the education and helping professions may too quickly escape to the safety of the notion of, "You can't help people who won't help themselves." This provides an all-too-convenient excuse for those unwilling to be held accountable for the failures of those they are responsible for helping. Perhaps a more accurate message would be "There are some who make it very inconvenient for us to help them and so we are no longer inclined to offer our assistance."

Critical Review of Existing Support Programs

To counteract the lack of academic preparation, vir-

tually all colleges and universities offer remedial or skill-building courses in the areas of reading, writing, and arithmetic. However, as mentioned earlier, many minority students graduate from high school with such severe deficits in these areas that they are poorly equipped to perform adequately, sometimes even in the lower remedial courses (as will be shown later in this paper). If universities are going to offer the average black student taking the ACT the opportunity to obtain a four-year college education, it is essential that they take steps to provide (and even require) the skill remediation necessary to bring these students up to the level of a regularly-admitted college student.

On the other hand, Francisco (1983) alleged that colleges and universities were not nearly as serious as they claimed to be with respect to the issue of minority student attrition (or attrition in general). Francisco (1983) questioned the effectiveness of relatively long-standing support programs for black students. He pointed out that although progress had been made in the numbers of minority students attending postsecondary institutions over the last 15 years, "the number of Black students receiving a 4-year degree or completing an undergraduate or graduate course of study has not increased proportionately" (p. 115). More specifically, he pointed to the lack of published research

in the area of special support programs. He found that although many colleges and universities currently boast of their support services to minority students, very few have actually demonstrated that they have affected the dependent variable they were created to impact, that is, the number of students graduating from the institutions. Limited financial resources and scant program evaluation and revision is often the case with such university-run retention programs. Francisco proposed that few of these efforts conduct on-going evaluation research and fewer still have made any substantial changes in their format or content. He concluded that these shortcomings should stand as evidence of the relative unimportance or low priority to the institutions.

However, it might be equally likely that most university programs function with limited resources and scant program evaluation. Perhaps it is the case that it is not actually cost-efficient to run these (or perhaps, any) programs "as well as they should be run"; that is, by giving them basically everything they deemed necessary to the effective functioning of the program. If this is in fact true, then the issue of measuring program effectiveness becomes more crucial in terms of the magnitude of the problem with these students. Evaluation of program effectiveness is likely to be scarce at the university level

across the board. Because the benefits of program evaluation are long-term, at best, when faced with functioning within a limited budget, it seems reasonable that programs would invest funding in areas where there is likely to be a more immediate demand, such as providing classes for the students who are demanding to take them.

Perhaps offering special admission and some type of support program to minority and other high-risk students is a noble gesture, but if it were not a cost-effective one, it is doubtful that colleges would continue to extend these invitations. In other words, colleges may be benefiting from the additional dollars brought in by the additional students, but are the students actually benefiting from the special admission? This can only be determined through a thorough, on-going program evaluation process. Support efforts that involve poor monitoring or evaluation mechanisms may not be benefiting these students, and quite possibly may hinder them by setting them up to fail. In addition, Williams (1984) agreed that "if...administrators are given the responsibilities and resources to reduce the attrition rate of minority students over a set epoch, ...decision makers should replace such administrators if the job is not accomplished" (p. 1).

In this light, it is imperative that those directing retention efforts and programs pay careful attention to

insure that the variables measured are those of direct importance and relevance to the students' academic status at the university (i.e., assignment completion, attendance, etc.), as opposed to those variables that are unobservable and only indirectly related, such as student comfort and satisfaction. Although those variables may be of some interest also, they are generally difficult to measure reliably and do not always determine how well a student performs in course work. In a previous review of black student retention, (Research and Evaluation Associates, 1983), the office of Civil Rights for the Department of Education admitted that, "Although there is a preponderance of literature addressing the issue of disproportionality, there is significantly less uniformity with respect to descriptions of underlying causes of the problem" (p. 3). In addition to level of academic preparation (referred to as the "most central determinant" affecting retention of black students), other key factors in this review were identified as financial aid, need to get a job, bad health, personal problems, motivation, personal values, self-concept and degree aspirations.

Although most of the studies in the following section of this manuscript report positive and even statistically significant results, many unfortunately involved the use of unobservable or subjective measures to assess the effec-

tiveness of their particular programs.

Walton (1979) proposed that the presence of a "strong support person" contributing to the development of the students' "academic readiness" could possibly increase the retention of minority students. Walton stated "the person who functions as a role model for the minority student is perhaps the single most important key to retention" (p. 124). He conceptualized that minority faculty persons could provide examples of academic prowess with which the minority students could identify and subsequently emulate. The role models would then reward the students for significant positive changes in academic performance. Examples of suggested rewards were verbal reinforcement both during classes and outside the classroom setting, inviting students home for dinner, parties, or other social events, and giving students tutorial responsibilities in areas in which they exhibit academic strength. Still, these factors (with the possible exception of verbal reinforcement in the classroom) do not have a direct impact upon improving a student's academic performance. Furthermore, considering the contingencies of reinforcement for the mentor's behavior, it seems unlikely that a faculty person would (or could) devote the amount of time and effort needed to have an impact on these students. Walton also recognizes that, "both persons involved in role modeling (student and

mentor) must seek to broaden the extent of their interaction" (p. 125). However, as will be later discussed, high-risk students may be less likely to take such initiative.

High (1986) suggested that attrition of minority students admitted to college through special admissions programs might be decreased by offering a set of five workshops over the freshman year. She proposed that several problems contributed to the high levels of attrition with minority students. These problems included professors who believe that minority students are inferior and thus will achieve marginally or unsatisfactorily, and an alien or hostile campus environment. The purpose of the workshops was to enhance the "self image" of minority students and assist them in coping with feelings of alienation and frustration, commonly referred to as causes of minority student attrition. Only one of the nine problem areas listed by the students prior to the workshops addressed the issue of academic success. However, the author provided no background data on the students that might suggest a pattern of the problems most prevalent with these specific students, such as high school performance, test scores, etc. Also, the author does not mention how many students were identified to participate in the workshops or how many actually attended. Although the author noted that evaluations from both students and facilitators were collected,

this information was not presented. Nor were any results mentioned that would indicate the possible impact on the retention of the students participating in any or all of the workshops.

Beck (1980) further proposed that the deficiencies most detrimental to the success of high-risk students were "poor self-concept and inadequate clarification of life goals" (p. 4). In an attempt to remedy these deficiencies and increase retention, the Human Potential Seminar (HPS) was offered as a two-credit course for freshmen students at Wallace State Junior College. The classes consisted of 10-12 students with a faculty leader and met 85 minutes, two days a week. The purpose of HPS was to assist persons in "becoming more self-directing, self-motivating, self-confident, and empathetic toward others" (p. 4). Although no actual data were reported, the author mentioned that the HPS group took and completed significantly more hours than the control group for both the fall and winter quarters. There was no significant difference in the GPAs of the two groups for the fall or winter quarters. Beck noted that the most useful finding was that the dropout rate of the HPS group was ten percent after the fall quarter, whereas the control group showed a 19% dropout rate.

Beck did not mention any type of randomized subject assignment to the treatment and control groups. Therefore,

the differences found between the two groups may have been due to some other factor, such as the fact that HPS was offered to students on a voluntary basis. Perhaps students who volunteer for suggested or recommended supportive services also may be more likely to enroll in more credit hours, more likely to successfully complete these credit hours, and also may be less likely to drop out at the end of the semester. Perhaps the students who would volunteer for HPS already possess more "self-motivation," "confidence," and "awareness."

Bolyard & Martin (1973) made the assumption that "most students seeking admission to college have the basic ability to succeed academically, but have not learned to make adequate use of these abilities" (p. 57). They described the William James House Program as a program formulated to increase low-achiever enrollment. The authors began with high-risk freshmen by considering them for this program based on various test scores, educational records prior to college admittance, and counselor recommendations. After an analysis of individual needs, they developed a specialized program for each student. They reportedly used social, artistic, and psychological activities that tend to help students relax while studying although no specification was made as to the nature or content of these activities. The authors stated that the

primary virtue of the program which set it apart from many others was that it was based in the counseling center, rather than one of the academic departments. All of the participants in the program were housed in the same dormitory with student and professional counselors on duty day and night. The authors reported a mean of 2.27 for the first semester and 2.38 for the second semester. However, no data were provided on the academic level of the participants prior to the beginning of the program (such as the average test scores, GPAs, etc.). Therefore, it is difficult to determine whether participation in the program had any impact on the students' academic performance. In addition, no mention was made of the length of participation of the students in the program, nor were there any follow-up data reported beyond the second semester GPAs. Furthermore, from the descriptions of methodology offered, it would be virtually impossible to determine the critical components of the program, or even the impact of these components on the specific problem behaviors of the participants.

In a later study involving students in the same William James House Program, Whyte (1978) identified a need for more information regarding the effectiveness of the different counseling and instructional methods employed to help high-risk freshmen students achieve academically and

adjust to college. She explored the effects of three modes of counseling on the academic achievement and internal/external locus of control of high-risk college freshmen.

Sixty-three students with below-C high school GPAs or scores of less than 18 on the ACT participating in the mandatory program were randomly divided into three groups. Group 1 received group counseling and study skills instruction. The group counseling consisted of career exploration, Gestalt techniques, value clarification exercises, art and music therapy and other types of group dynamics during 12 weekly one-hour sessions. The study skills instruction involved the presentation of information regarding studying for tests, reading texts, time budgeting techniques, notetaking techniques, and other study information. No reliability information was provided to determine if students had actually acquired these skills and implemented them with their course work.

Group 2 received group counseling, study skills instruction, and faculty/counselor consultation. This consultation began with a program counselor contacting faculty members regarding the academic performance of specific students. A minimum of three contacts per student per course was made during the 12-week period. Communication was by telephone or in person. It is unclear if the contacts directly involved the students, or if any further

action was requested of the faculty persons involved.

Group 3 received group counseling, study skills instruction, and individual internal/external locus of control counseling. The locus of control counseling involved requiring students to participate in a minimum of five, hour long individual counseling sessions modeled on Rotter's philosophy (cited in Whyte, 1978) of rewarding behavior to strengthen the expectancy that future rewards might come if similar effort is exerted.

Results showed that participants in Group 3 had a statistically higher mean GPA (2.657) than Group 1 (2.227) or Group 2 (2.480). Whyte (1978) concluded that although study skills and group counseling seemed to be effective treatments when working with high-risk freshmen, individual internal/external locus of control counseling seemed to enhance academic achievement. Unfortunately, the only information Whyte provided on the actual methodology of this component was that, "The behavior of leaving the future to chance was discouraged" (p. 201).

Several possible sources of variability among the groups are not addressed. It is not apparent how students with similar academic deficits would achieve so differently during their first semester in college. It would have been helpful if the author had provided information on any progress in the students' academic skills achieved over the

semester. The author provided no information as to whether or not the participants of the three groups underwent the common treatment activities together or separately. Also, it is not clear whether the presenters of the sessions were the same, similarly-trained, or utilized the same techniques. Therefore, a question exists as to the reliability of the treatment variables across the groups, as well as their actual effectiveness on the retention of high-risk freshmen. In addition, Whyte (1978) did not offer a theoretical analysis of how the internal/external locus of control counseling resulted in Group 3 achieving better than the other groups.

Lanward and Hepworth (1984) solicited volunteers of high-risk freshmen to enroll in a two-credit support course. Out of 101 students who expressed an interest in an academic support program, 40 were randomly selected to participate in what was labeled the Academic Enrichment Program. This group was later reduced to 30 as 10 students withdrew from the program during the first week of school. The remaining 61 volunteer students composed a control group. An additional comparison/control group ($N = 121$) was made up of high-risk students who did not express interest in the support program.

The students participating in the support program received both individual and group counseling on such

topics as: university policies and procedures, time management and self-discipline, study skills, test-taking strategies, communication skills, and frustrations encountered as entering freshmen. A comparison of the mean GPAs for that quarter yielded a significantly higher GPA for the students enrolled in the support course than students in control groups of both volunteers and non-volunteers (2.14, 1.41, 1.34; respectively). Unfortunately, this effect was short-lived. The following semester, the students who had taken the support course received GPAs decidedly lower than both of the other two control groups (1.29, 1.69, 1.54; respectively). The authors attributed the decrease in the performance of the experimental group to the abrupt withdrawal of the support, suggesting that a more gradual withdrawal of support would function like a gradual withdrawal from morphine, but there seem to be no data to substantiate such a theoretical analysis. It is possible that the statistically significant differences of group 1 obtained during the first semester were due to the dropping out of the 10 students at the beginning of the semester, inasmuch as their grades were not included with the group 1 students.

A common problem area with existing retention programs lies in the premise that "those who really want help will seek it out." Virtually all of the retention efforts

provided by colleges (with the exception of required prerequisite remedial courses) are offered on a voluntary basis. Therefore, a common shortcoming of the above programs is that none actually require the students to participate. If these services are not required, and the assumption is true that some type of academic management or motivational problem exists with high-risk black students, then it seems likely that many would find it just as effortful and less rewarding to participate in supportive activities as to participate compliantly with their regular course work. Furthermore, if such programs do not keep track of the total number of students qualifying for supportive assistance (as compared to those who actually take advantage of it) the data obtained on those who participate with the services could be somewhat misleading. In addition, the services are failing to adequately reach a segment of the population they are designed to serve.

Critical Review of Performance Management Programs

One area that has been conspicuously absent from most retention/support programs is the management of academic performance. Many students who may, in fact, possess the academic skills necessary to perform satisfactorily in college suffer academically because they do not devote the amount of time needed to study. Failure to devote suffi-

cient time could be due to procrastination or also to the students not having enough time in their schedules. Examples of this could be situations where a student is working full time, has conflicting home obligations, or is taking an unusually large course load. However, informal observation of these students suggests that inadequate time available for study is seldom an accurate explanation for poor performance. Most seems due to poor time management.

Hudesman, Avramides, Loveday, Waber, and Wendell (1983) explored the effects of academic contracting and semi-structured counseling sessions on the GPAs of community college students in academic difficulty. They hypothesized that "those students who were provided with a counseling framework that included an 'Academic Agreement' and periodic, individual, semi-structured counseling interviews would have higher GPAs than those students who were offered the same services in a less structured environment" (p. 278). Participants in the study were 70 students at New York City Technical College who were in academic difficulty (defined as having a GPA below 2.0 after at least two semesters).

The authors reported a statistically significantly higher increase in the mean GPA for the 47 students in the experimental group (1.316 to 1.688) as compared to the 23 students in the control group (1.113 to 1.259). However,

the methods used to select the subjects for participation in the program were not mentioned, nor was the issue of the disproportionate sample sizes addressed. Furthermore, the authors also did not state what (if anything) would happen to the students if they did not comply with this particular program.

Surprisingly few universities seem to have attempted to implement any type of on-going academic maintenance system that might help students improve and "maintain" their rate of academic task completion. Ottens (1982) designed the Guaranteed Scheduling Technique to manage students' procrastination. He emphasized the powerful "payoffs" students derive from postponing assignments, such as the temporary relief experienced when an effortful task has been avoided. To counteract procrastination, he used a daily behavioral contract specifying the amount of time spent on relevant academic assignments. The only consequences for complying with the program involved a suggestion by the staff that the students reward themselves for having met the contract specifications. Students kept a record of time contracted and actual time spent working on assignments; however, the reliability of the self reports was not assessed. Unfortunately, Ottens provided no results other than the report that students responded favorably to the system.

Prather (1983) implemented a "behaviorally-oriented study skills program" (p. 133) with 24 low-performing cadets (GPAs below 2.0) at the USAF Academy. These cadets were placed in one of two groups by their rank-order place on a list of academically deficient students. Both the experimental and control groups received normal directive counseling. The experimental group was required to participate in a study skills program. These cadets received a 30-minute briefing on 12 specific study techniques. They were then required to return every two weeks to present examples of notes, outlining, flash cards, and daily logs of their time spent studying. At this meeting they received suggestions on how to improve the techniques and then proceeded to set a time goal for studying during the upcoming two weeks. Subsequent meetings with academic staff persons rarely required more than 10 minutes. Also, after the fourth meeting of the term, continued participation was optional. Prather reported a significantly higher increase in the mean GPA of the program participants as compared to control students (0.54 vs. 0.02; respectively).

Kelly and Stokes (1982) evaluated the effects of a student-teacher contracting procedure on adolescent high school dropout students' academic productivity. These students were dropouts from either high school or junior high and were enrolled in a vocational training center that

also taught basic educational skills training in preparation for their high school diploma equivalency (GED) examination. Students received \$2.35 for each hour they attended school and were paid bimonthly with a two-week delay pay schedule.

Before the implementation of the procedure, the instructor of the basic education course reported having difficulty getting students to complete their academic assignments. The students appeared to be more interested in the vocational components of their training than the academic; however, satisfactory completion of both components was necessary to obtain the high school diploma.

During the Baseline I condition, students were paid on a weekly basis. The experimenters used the number of items completed correctly in the assigned self-paced workbook as the primary dependent measure. At the end of each day, the students submitted their workbooks to the classroom teacher for grading and feedback on their work. Immediately prior to intervention, students were informed that their pay would be earned according to the number of correct items they completed daily, as determined by individual negotiation with the teacher. Students would only earn pay on days they both attended school and did their work. During the intervention, the students were paid for daily, as well as weekly goal completion, so that students were rewarded

for catching up on their work when they had been absent or had failed to complete a daily goal. A reversal experimental design showed that the students' productivity more than doubled during contracting conditions (range = 56-103 items answered correctly) as compared with their productivity during baseline (range = 0-36 correct items).

Yancey (1983) evaluated the effectiveness of an academic management course offered to undergraduate college students on academic probation. He hypothesized that academic performance declined when behavioral consequences for studying (things that have some effect on the preceding behavior, such as grades, approval, etc.) are too delayed, too small and cumulative, or too improbable to adequately and reliably motivate academic behavior. When in an environment with many other more "fun" or "immediately interesting" things to compete with academics, students would often delay working on their academic tasks until shortly before the deadlines. Unfortunately, high-risk students are among those who can least afford such a luxury. Therefore, if these students structured an appropriate amount of time for completion of their academic tasks, they might be likely to spend more time working on these assignments, thereby raising their grades in the courses being studied for.

Yancey believed that procrastination was often a major

factor contributing to deficient student performance. Therefore, he attempted to develop a system to reliably and strategically deliver behavioral consequences for high levels of academic performance. Participants earned points in the academic management course by completing a variety of self-monitoring worksheets on a daily and weekly basis. The students met with a graduate assistant every other week to specify the academic tasks they needed to complete for the upcoming weeks. In addition, they were required to study for a minimum of 5 hours per week in the study center to complete their assignments. Yancey reported that the students participating in the self-management course out-performed the control group on all relevant measures, including a higher GPA (2.14 vs 1.70), although the differences obtained were not significant at the .05 level. Unfortunately, no data were provided on the possible variations in the types of courses taken by the students and their relative difficulty across and within the groups.

Follow-up work was done by Jager (1984) requiring probationary students to graph their daily accomplishments and spend at least ten hours per week studying in a study center. When compared to the control group, the students participating in the academic-management course obtained a statistically significant greater increase in their semester and cumulative GPAs, based on their performance

from the previous semester. Furthermore, the academic management group showed a significantly greater increase in their semester GPAs (0.66) than did the control group (0.26; $p < .05$). However, a replication study by Wittkopp (1984) failed to show a statistically significant difference.

Lowe (Personal Communication, May, 1987) implemented a sequence of similar programs with 40 high-risk black college freshmen on academic probation through the Martin Luther King Program (MLK), as well as 88 upperclassmen on academic probation from the College of Arts and Sciences at Western Michigan University. As mentioned in previous studies, the participants were required to enroll in the course for one credit-hour and to meet weekly with a performance contractor in addition to attending scheduled study hours. Lowe (1987) failed to demonstrate statistically significant differences in GPAs obtained during the semester of the students' enrollment in the course. In two experiments, the MLK experimental group obtained semester GPAs of 1.62 and 2.03, as compared to MLK control group GPAs of 1.27 and 1.85. The experimental groups from the College of Arts and Sciences obtained semester GPAs of 2.38 and 2.23, as compared to the control groups' GPAs of 2.21 and 2.01. Lowe noted experiencing considerable difficulty in sustaining the MLK students'

attendance to the course activities. She concluded that because of such sporadic attendance, these students did not have sufficient contact with the procedures to determine whether these procedures would have any effect on their academic performance.

A common characteristic of systems designed to address the issue of students' low performance has been personalized attention and relevant behavioral consequences for the maintenance of the students' academic assignments. H. S. Pennypacker, S. F. Pennypacker, and J. B. Heckler (1978) implemented a university-wide personalized system of instruction in an effort to decrease the dropout rate of under-achieving college students. This system involved the use of a study/tutoring center in which students experiencing difficulty in particular courses could seek individual assistance. The most basic functional element of this instructional system was known as the performance session. During these sessions, the student emitted samples of the behavior, usually verbal, that were to be modified. That behavior was immediately measured and feedback concerning both accuracy and improvement was delivered promptly to the student by peer advisors. These advisors were specially trained, advanced students who received course credit for their services.

The instructors participating with this program taught

their courses with a specialized format. They also placed several of the course assignments on the university's central computer. The availability of this specific course information allowed the students in these courses to work on specific course-related tasks on computer terminals while attending the center. The instructional programming of the computer assignments allowed the students to receive immediate feedback on their work. Furthermore, several courses involved a procedure whereby performance had to occur by a specified deadline for any credit to accrue. If additional help was necessary, students could request assistance from one of the tutors on-duty in the center. The tutors were students who had previously performed well in that course area and worked closely with the instructors during the project.

Participation in the center's activities had a more direct effect on improving course grades because the computerized programs used in the performance sessions were derived from test items received directly from the participating instructors. Performance reports on unit assignments were sent to the instructors on a weekly basis. The dropout rate for students participating in the center's courses (many of whom were minority students and athletes) decreased from 40% to less than 6% in the first two years of implementation. The overall effectiveness was at-

tributed to the principal objective of the system which was the production and documentation of desired changes in the academic behavior of the students. This type of specific academic feedback, which could guide future performance, often never reaches the student in traditional learning settings.

In spite of the numerous virtues of this endeavor, several questions concerning the obtained effects remain. The exact effect a student's participation in the center had on the determination of the individual course grades was not clear from the description. It could be, for instance, that a student could choose not to participate in the center's activities and still perform adequately on the classroom exams. It is also unclear whether participation in the center resulted directly in the enhancement of a student's grade in the course (through credit or points, etc.), whereas, a student not involved in the center's activities would be graded on course activities alone. Furthermore, it is difficult to determine whether the exercises provided on the computer were the actual items upon which the students were evaluated in test situations, that is, working on the computer taught the same responses necessary for the in-class exams. Also, the contingencies for compliance with the system were not explicit enough for replication. Finally, there was no control group to

compare the students' performances within the individual courses.

Preliminary Studies

As preliminary work for the present study, two studies were conducted during the Summer, 1985 term (Project A) and Winter, 1986 term (Project B) involving high-risk minority freshmen admitted through the Martin Luther King (MLK) special admissions program at Western Michigan University. These students were offered probationary admission to the University because of high school GPAs below the regular admission standards. The two projects explored the effects of the Center for Self-Management on the academic performance of these students.

The subjects for Project A were 112 minority freshmen who attended a seven-week summer residential program at Western Michigan University. Eighty-two of the program participants enrolled in a one-credit-hour course entitled Psychology 397-Study Management, on the recommendation of the MLK program director to fulfill a minimum course load requirement. The remaining 30 students were able to schedule the minimum of six credit-hours without the study management course and therefore served as a comparison group.

Course requirements consisted of studying in the li-

brary from 7 p.m. to 9 p.m. Sunday through Thursday. Attendance was monitored by minority peer advisors employed by the MLK program. These same peer advisors also served as performance contractors for the study management course. In addition, course participants were responsible for attending weekly meetings with their peer advisor-contractor to jointly develop a performance contract. The purpose of the contract was to assist the student in planning for upcoming academic tasks assigned in other courses in which they were enrolled, as well as to review and verify the completion of previously-assigned tasks. The students also attended four 50-minute lecture/discussions on time management and study management strategies.

Because the vast majority of the MLK students were enrolled in remedial courses offered on a pass/fail basis, it was difficult to detect the extent to which the procedures of the study management course affected the students' performances. The study management students' performance in the remedial reading and writing courses was virtually the same as the comparison group's. In addition, the comparison group obtained slightly higher grades in the remedial math and freshman-level writing courses (see Table 2).

A major drawback in Study A involved the evaluative feedback from the instructors of the courses. Due to the

Table 2
MLK Student Performance in Summer 1985 Courses

Course	Study Management	No Study Management
Remedial Writing	25% passed	23% passed
Remedial Reading	61% passed	70% passed
Remedial Math	2.62 GPA	3.14 GPA
Freshman-Level Writing	1.07 GPA	1.58 GPA

fact that some instructors failed to provide specific assignments and due dates, the contractors found it difficult to verify whether students had actually completed (or even mentioned) all of the assignments they were responsible for. Some instructors believed that the requested weekly disclosure of the students' academic information was both inconvenient and unethical and, therefore, refused to cooperate. This information was essential to the optimal functioning of the study management course because it was determined that students were not always honest in disclosing upcoming due dates and grades received on previous assignments. In addition, the peer-contractors' compliance with the course procedures decreased as the term progressed. Several of these contractors indicated that they felt frustrated because their students had become particularly

resistant to completing the academic assignments. This resistance was likely to have substantially minimized the potential effectiveness of the study management course procedures.

Project B, conducted during the Winter semester of 1986, involved fourteen students, also enrolled in the study management course for one credit hour at the request of the MLK program director following a review of their academic performance during the Fall semester. These students were required to attend regularly scheduled study hours at the study center from 3 p.m. to 5 p.m. Monday through Thursday. They were also required to meet weekly with a performance contractor. The contractors were upper class students employed part time by the Center for Self-Management. The study management students were matched according to their Fall term GPAs with a control group consisting of 14 other MLK freshmen. During the semester of implementation, the difference between the GPAs of the two groups was not statistically significant (see Table 3).

Unfortunately, the experimental validity of this project was hindered by the attrition of two of the four contractors that occurred about five weeks into the fifteen-week term. The departure of these key staff persons was likely to have significantly affected the students' compliance with the Center's required activities.

Table 3
Comparison of Course Characteristics
for Preliminary Study B

	Study Management	Control
Mean No. of Credits Attempted	12.142	13.857
Mean No. of Credits Passed	7.00	8.00
Total Courses Dropped	6	6
Total Courses Failed	9	8
Group GPA	1.635	1.497

Unfortunately, the experimental validity of this project was hindered by the attrition of two of the four contractors that occurred about five weeks into the fifteen-week term. The departure of these key staff persons was likely to have significantly affected the students' compliance with the Center's required activities.

As it was often difficult for MLK program officials to monitor and regulate the courses that students enrolled in, several MLK students may have enrolled in courses that may not have consisted of the type of content that was likely to be affected by the study management course. Therefore, a separate GPA was computed for only the "content" courses that involved academic tasks and assignments that were

likely to be compatible with the study management techniques. Although it was interesting to note that the "content course GPAs" were substantially lower than the overall GPAs (study management = 1.29, control = 1.38) there was no statistically significant difference between the two groups along this dimension.

Conclusions

Although university support programs have attempted to address as many of the needs of the high-risk student as possible, there remains the critical task of tying these services together with a performance-management system. For example, the Special Services Program for low-income and first-generation college students at Western Michigan University reported that out of 247 high-risk students who qualified for free individual tutoring, study skills and supplemental instruction, only 118 responded by participating in at least one of the program's activities. In addition, out of the 32 MLK students that qualified for this program, only seven attended the initial interview session; and only nine met with tutors for their remedial writing courses (Staufer, personal communication, April, 1987).

It is unlikely that most students with a history of low achievement will take an active part in locating and using all of the separate services they may need or benefit

from that are offered by a university. Therefore, it seems reasonable that universities should offer a single program involving all services for high-risk students. Furthermore, these services should preferably be offered as course requirements to provide the students with the incentive of a course grade to participate actively and regularly.

Brief Overview of the Present Study

The present study explored the effects of an academic study management course on the performance of high-risk, black freshmen involved in the Martin Luther King Program. This program involved an academic skill referral service, career and personal counseling, academic advising, and vocational testing. The study management course provided the following: (a) clear specification of what was to be accomplished, (b) frequent deadlines for the accomplishment of small sub goals, (c) frequent feedback on the accomplishment of those sub goals, and (d) the circulation of this feedback among the student, a peer counselor, and course instructors. Variables monitored included quantity and quality of weekly assignment completion, number of hours spent at the study center per week, students' self-reported progress, semester GPA's, and retention figures.

CHAPTER II

METHOD

Subjects

The subjects were 18 high-risk, black college freshmen ranging in age from 17 to 19 years. They were part of a group admitted to Western Michigan University on academic probation through the Martin Luther King Program (MLK). During the eight-week summer session prior to the Fall semester, the program provided a setting in which the students received peer counseling, as well as referrals for tutoring, vocational testing, and career planning. These referral services continued throughout the freshman year. The summer residential program was designed to strengthen the basic academic skill areas (writing, reading, and computation) needed for academic success.

The average high-school GPA for students admitted through the MLK Program at the time of this study was 1.90 and the average ACT composite was 12, as compared to 3.00 and 20.6 composite for regularly-admitted students.

At the end of the summer term, an oral description of a study-management course (Psychology 397; see Appendix A

for course syllabus) was presented to the MLK students. This course was offered in the Fall term for one credit-hour. Prior to volunteering, they listened to an oral description of the course format. Thirty-six of those students volunteered to participate in the course. Six of those volunteers were randomly selected and allowed to enroll in the course. From the list of remaining volunteers, six students were matched according to their high school GPAs and ACT composites and used as a control group. A second control group consisted of six students from the list of volunteers matched according to the GPAs obtained in the courses during summer session (their first official college GPAs). The high school and first semester college GPAs of students in the study-management group were rank-ordered and matched with the GPAs of the students in the control groups. The average ACT score composite for the study-management group was 10 (range 7-16). For control group 1 it was 12.33 (range 10-17), and for control group 2 it was 10.67 (range 8-16). The average credit-hour load for the study-management group was 12.60 credits, control group 1 was 12.83 credits, and for control group 2 it was 13.16 credits. The type of classes taken were basically the same for all three groups. Also, other retention-related activities offered by the MLK Program and the University were equally accessible to all three groups.

Human Subjects Protection

Participants in the study were assured of anonymity in relation to their personal academic data. Only individuals who participated in the data collection and analysis had access to the students' academic information (see Informed Consent in Appendix F). The gradebook and student files were kept in a locked office. There were no foreseeable risks for involvement in the research project.

Setting

The main part of the study was conducted in a study center which was a 30' X 25' university classroom containing 35 individual study carrels with partitions between each. Conversation in this room was kept to a minimum. Individual meetings between course staff and students took place in one of the vacant classrooms in the area.

Four undergraduate students served as performance contractors; they were selected by virtue of their ability to accurately perform all of the behaviors necessary for planning and developing performance contracts (see Contractor's Checklist in Appendix B). The experimenter designed the system and supervised the contractors as well as performed as a contractor himself.

Procedures

The experimenter assigned standard, weighted point values to each of the required behaviors in accordance with the relative importance of the behaviors. Earned points were compared to the total number of possible points to compute weekly overall performance percentages in the study management program; the percentage eventually determined the students' final grades in the course (see course syllabus in Appendix A).

To provide the contractor with confirmation of the student's academic progress in other courses, each student was responsible for presenting a completed Instructor Feedback Form (see Appendix B) to their staff contractor every four weeks. On this form, the instructors indicated all of the graded assignments that the student had completed during that period. The students received five points for each completed grade verification form returned.

Performance Contracting

Once each week, students in the study-management group were responsible for attending a meeting with their performance contractor for approximately one hour. These contractors were undergraduate students who demonstrated the ability to accurately perform all of the behaviors

necessary for planning and developing performance contracts (see Contractor's Checklist in Appendix C). Students received the full 10 points if they arrived at the meeting no later than 5 minutes after the designated time.

At these meetings, the student specified the tasks (homework assignments, projects, etc.) that should be completed for their other courses during the upcoming week. The contractor asked the student to specify the assignments as explicitly as possible. Then they scheduled the days and times for these tasks to be completed (preferably in the study center) and recorded them on a performance contract (see Appendix D). The contractor assisted the student with time-management scheduling strategies as well. The total 80 points possible for assignment completion was divided evenly into the number of assignments on each week's contract.

Also during the meeting, the student presented the completed tasks that were assigned on the previous week's contract. The contractor recorded the points for the completed products on the contract and placed it in the student's file.

Academic Planning

Students were responsible for recording all assignment deadlines, activities, and intended study hours on their

daily planning calendar during each contracting session. To insure clearness and specificity, the student's contractor provided corrective feedback on their calendar entries. Ten points were recorded by the contractor for performance of this activity.

Study Center

Students were required to attend the study center eight hours per week Monday through Thursday between the hours of 3 p.m. to 5 p.m. and/or 7 p.m. to 9 p.m. Upon arriving at the study center the students checked in with a study center monitor. The students filled out an attendance verification form (see Appendix E) indicating the time, date, and tasks to be worked on. The students then began working on their homework assignments. At the end of the study session, the students displayed their completed tasks to the study center monitor, who verified the time and task completion on their attendance form and recorded their points.

Weekly attendance to the study center was measured by the percentage of the required eight hours per week attended by each student as verified by the study center monitor. Students earned 12.5 points for each hour spent in the study center.

During a weekly staff meeting contractors submitted to

the experimenter (program coordinator) their students' contracts along with a weekly and cumulative performance percentage.

To insure that the contractors followed the procedures accurately, an independent observer (the experimenter) randomly attended 10% of the contracting sessions without prior notice. The observer unobtrusively recorded the performance accuracy of the contractor according to the Contractor Checklist. Following the contracting session, the independent observer met with the contractor to provide corrective feedback on the contractor's performance.

Experimental Design

The present study used a between-groups design to compare the GPAs of students in the study-management course with control groups of similar students not enrolled in the study-management course. In addition, individual semester and cumulative GPAs were analyzed.

CHAPTER III

RESULTS

The Fall semester GPAs of the study-management group indicated no statistically significant difference as compared to the control groups (see Table 4). In addition, a within-subject comparison of Summer and Fall semester GPAs showed that the study-management group did not improve their GPAs significantly more than the control students (see Table 5). The performance of the students in the study-management course remained high throughout the semester (see Figure 3). Most students attended the study center consistently (see Figure 4) and met with their contractors regularly to verify academic accomplishments on a weekly basis as requested (see Figure 5). Responses to the social validation questions are indicated in Table 6. The majority of these responses indicated a favorable evaluation by the students participating in the course. Still, several items indicated that some students had reservations about some of the more effortful activities. In addition, responses to items 2, 3, and 4 suggested that they believed the most beneficial activities of the program

were the contracting and additional feedback provided by the instructors of their other courses. There were essentially no statistically significant differences between the three groups across all of the course comparison characteristics (see Table 7).

Table 4
Fall Semester GPAs of Study-Management and
Control Groups 1 and 2

FALL SEMESTER GPAs					
PAIR	EXP	CTRL 1	DIFF	CTRL 2	DIFF
1	2.86	0.75	+2.11	3.00	-0.14
2	2.30	3.40	-1.10	1.68	+0.62
3	2.22	1.80	+0.42	2.41	-0.19
4	2.08	1.50	+0.58	2.77	-0.69
5	1.68	3.23	-1.55	1.15	+0.53
6	2.33	3.00	-0.67	1.81	+0.52
===	=====	=====	=====	=====	=====
MEAN	2.25	2.28	-0.03	2.14	+0.11

*(total grade-point difference)

All six of the study management students were retained for the Winter 1987 semester. Five of the six students in the study management group remained in good standing with the university (both semester and cumulative GPAs above

Table 5

Within-subject Comparison of Summer and Fall GPAs

Student	Study-management		Control 1		Control 2	
	Summer	Fall	Summer	Fall	Summer	Fall
1	2.72	2.86	2.00	0.75	2.75	3.00
2	1.60	2.30	3.10	3.40	1.75	1.68
3	3.50	2.22	4.00	1.80	3.50	2.41
4	2.67	2.22	0.00	1.50	2.75	2.77
5	2.00	1.68	3.21	3.23	2.08	1.15
6	2.50	2.33	4.00	3.00	2.50	1.81
====	====	====	====	====	====	====
MEAN	2.50	2.25	2.71	2.28	2.55	2.13

2.00). The remaining student in this group was placed on academic probation (cumulative GPA below 2.00). Only three of the students in control group 1 ended the Fall term in good standing. One student in this group was placed on academic probation, one on academic warning (semester GPA below 2.00), and one student was dismissed from the university. Control group 2 had similar results with three students in good standing, two students on academic probation, and one student dismissed.

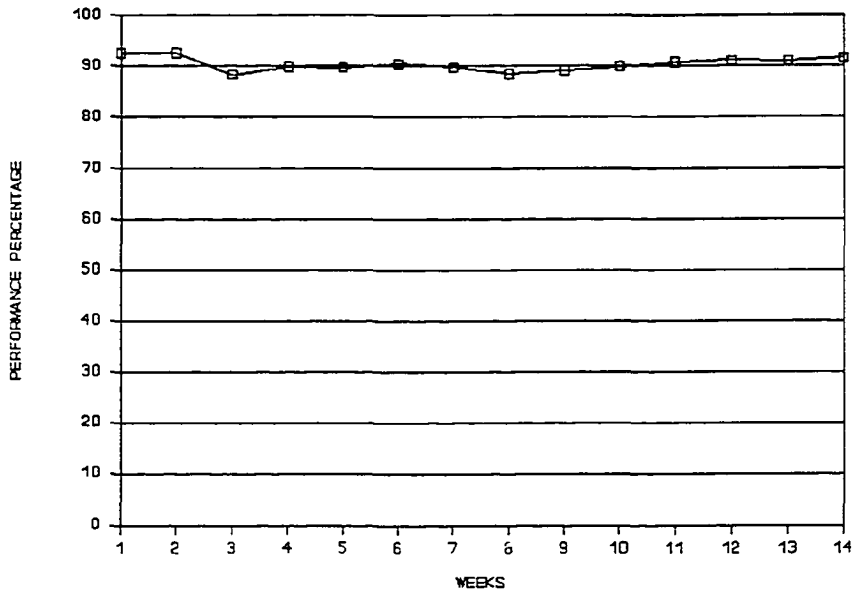


Figure 3. Weekly Performance in Study-Management.

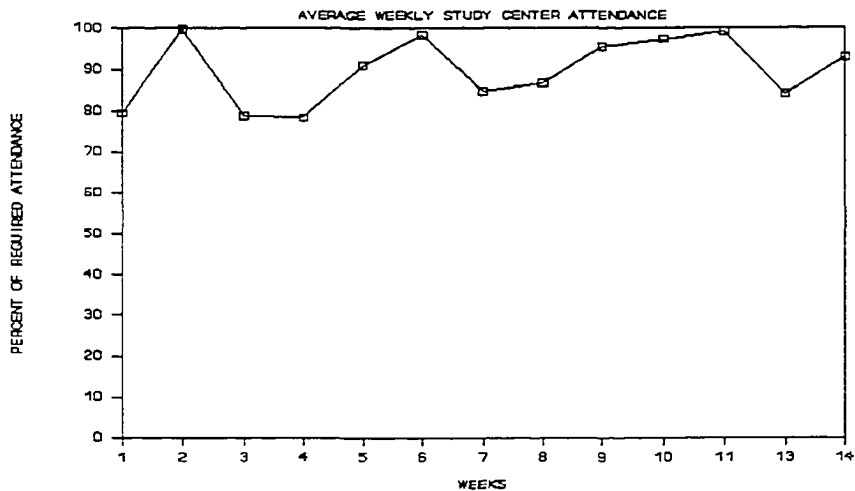


Figure 4. Average Weekly Study Center Attendance.

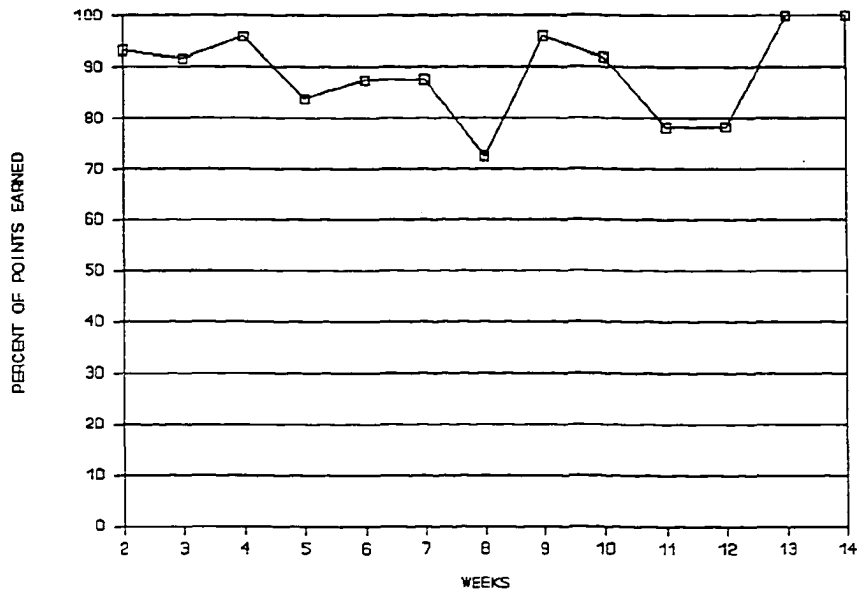


Figure 5. Average Weekly Contracted Task Completion.

Table 6

Student Evaluation Questionnaire Results

Question	True	False	No Response
My meetings with my contractor were useful.	84.4%	16.6%	-
The contracting/scheduling of my duties helped me complete my assignments on time.	84.4%	0%	16.6%
The studying in the Study Center was helpful in getting my assignments completed.	84.4%	16.6%	-
The Feedback Forms from my instructors were useful in			

Table 6--continued

Question	True	False	No Response
informing me of my performance in my courses.	100%	0%	-
The grades in my other courses would have been lower if I had not taken this course.	33.2%	16.6%	50% (same)
Coming to study at the Study Center was worth the extra effort.	50%	33.2%	16.6%
I would recommend this course to other students.	100%	0%	-

The following were student comments on the most beneficial aspects of the course:

- "helped me to arrange my schedule better"
- "setting aside two hours per day each week to study..."
- "having people around who were really concerned"
- "It enables you to have time for other things."
- "It helped me to develop an attitude in which I didn't put off things as I did previously."
- "Being able to complete my homework and get more of it done in the study center."
- "meeting with my contractor because he cared and wanted me to succeed."
- "My contractor cared much about me and what I had to do. We became good friends."
- "the way my grades improved and how my homework assignments were completed on time."

Table 7
Comparison of Course Characteristics Across Groups

	Study-Management	Ctrl 1	Ctrl 2
Mean No. of Credits Attempted	11.5	12.83	13.16
Mean No. of Credits Passed	10.5	10.2	10.5
Percentage of Credits Passed	92%	79.5%	79.7%
Number of Courses Dropped	2	5	2
Number of Courses Failed	0	2	2

CHAPTER IV

DISCUSSION

Contrary to the results of our preliminary studies, the students performed quite well in the study support program, earning an average grade of BA, an average 89% of their points for course related academic accomplishments, and attending study center an average of 90% of the required hours. In addition, they evaluated the program quite highly. Furthermore, their academic GPAs for the other courses in which they were enrolled were such that only one student fell below a 2.0. However, the students in the control groups essentially performed equally well along these dimensions.

The absence of statistically significant differences between the Fall semester GPAs of the study-management and control groups makes it impossible to credit any increases in academic performance directly to the study-management system. In previous studies, attendance to the study center had been a major problem, and therefore, the students overall compliance with the procedures of the course had been rather low.

It is important to note that this volunteer group was not viewed as the "most high-risk" of the MLK students. Preliminary studies have indicated that the characteristics of those students who volunteer may be such that they would tend to do somewhat better academically than those who do not volunteer. Also, volunteers may be more likely to comply with suggested procedures. This may to some extent account for the superiority of the study-management and control groups over the average GPA for students in the MLK program. However, this does not create a confounding because they were sampled from the same population.

An interesting phenomena was observed several times throughout the study. Students would sometimes study by completing the assigned exercises in workbooks or texts and still perform poorly on examinations in their courses. This would indicate that although they were apparently doing what was required of them by their instructors, this behavior was not enough to result in their actually mastering the material. For example, instead of focusing on the structure of an essay, a typical student in this program might emit a considerable amount of behavior on the topic itself, the "story-telling" part of the paper. In a basic English course where structural mechanics are more important, this could result in low grades due to improper grammar usage, poor sentence structure, etc.

Another noteworthy observation was the relatively equal overall performance in the "content" courses of all the groups. University administrators who were familiar with the MLK program, the courses the students took, and the Center for Self-Management, independently identified the courses they believed would be most likely affected by the procedures offered in the study-management course. Because of the possibility that an effect might be obscured by high grades in courses that were probably not affected by the program activities (such as gym classes involving no outside assignments), a separate GPA was compiled for the groups. However, the differences in this comparison did not indicate a statistically significant superiority of the study management group (2.08) over control group 1 (2.31) or control group 2 (1.86). However, it should be noted that control group 1 dropped a total of five content courses, as compared to 2 for the study management group and 2 for control group 2. It is reasonable to assume that these courses were dropped to avoid receiving low grades.

The results of the present study appear to indicate a need for a more comprehensive support program. It is important that a centralized effort overcome the difficulties in obtaining timely and reliable data from instructors on the students' performance. Perhaps the students with such a history of academic performance and

achievement would better benefit from a single program involving both study-management and an academic skill strengthening component with performance in each area centrally monitored. It is speculated that contact with the latter component was neither regular, nor contingently related to any type of effective behavioral consequence, as it was not monitored by any university office. Therefore, we cannot assume that these students were actually benefiting from the academic skills assistance they were offered through other offices of the university. In other words, the students could have actually produced academic accomplishments at higher rates than control group students, but the quality of these assignments may have remained sufficiently low to forestall any differences in the actual grades received on these assignments.

Replication Study

As a means of providing a service to students expressing an interest, the study-management course was conducted the following semester. In addition to four MLK students, five other probationary black students enrolled in the study-management course for the Winter 1987 semester. The MLK participants were matched with MLK students according to their Fall term GPAs. No statistically significant differences existed between the Winter semester GPAs of the

two groups (see Table 8). Also, there existed no major differences in the course characteristics of the two groups (see Table 9).

In the previous studies, it was generally the case that if the students came to the study center, they studied for the majority of the time they attended. Overall attendance to the study center remained at high levels (above 75%) throughout the semester. However, two of the students in this study attended rather sporadically for the majority of the semester. This lowered their weekly grades considerably, as well as the overall weekly contracted task completion of the group. When they were in attendance at the study center, they spent most of their time engaging in conversation or activities unrelated to their academics. In the eleventh week of the term, the instructor met with both students individually in an effort to encourage further compliance with the course activities in hopes of assisting them with final assignments and exams. Also, both students expressed that they did not realize that their grades in the study management course were so low (even though the grades are posted weekly on the door leading to the study center). An immediate improvement in study center attendance followed in week 12 and continued through week 14. However, the students still seemed to produce a minimal amount of work for the time spent

studying. Their contractors noted that during weekly meetings, both students were particularly resistant to contracting for more than the absolute minimum of assign-

Table 8

Within-Subject Comparison of Fall and Winter GPAs--
Winter 1987 Participants

Student	Study-management			Control		
	Fall	Winter	Diff.	Fall	Winter	Diff.
1	2.00	3.06	+1.06	2.06	2.75	+0.61
2	1.86	2.36	+0.50	1.81	2.15	+0.34
3	2.29	2.44	+0.15	2.23	2.23	0.00
4	1.44	1.20	-0.24	1.50	1.91	+0.41
=====	=====	=====	=====	=====	=====	=====
MEAN	1.89	2.26	+0.40	1.90	2.26	+0.36

Table 9

Replication Study Comparison of Course Characteristics
Across Groups--
Winter 1987 Participants

	Study-Management	Control
Mean No. of Credits Attempted	12.5	13
Mean No. of Credits Passed	10.0	11.75
Total Number of Courses Dropped	1	1
Total Number of Courses Failed	2	1

ments indicated on the course syllabi from the other courses in which they were enrolled. This resistance presented a problem in that the contractors questioned whether these students were accurately informing them of tasks assigned by instructors in class that did not appear on the syllabus.

An additional concern with high-risk students that has only been discussed peripherally thus far has been the area of study skills and strategies. It is reasonable to suppose that a student who did not know "how to study" would experience a fair amount of difficulty in academics. Unfortunately, this issue seems to pale in comparison to other more commonly-addressed issues such as academic deficiencies and motivation. Furthermore, there probably exist some consistencies in the type of problem behaviors that high-risk students engage in when studying material for their courses. In discussing the "Learning to Learn" (LTL) approach to improved thinking, Heiman (1984) states that the key to improving the thinking of unsuccessful students should involve the examination of successful students' learning strategies. Brethower (1982) states that "most of what students do when they set out to study is counter-productive. Much time goes into getting ready to study, a set of activities very difficult to discriminate from procrastinating" (p. 4). It seems plausible that

students will use whatever study strategies they do not mind doing. It is probably true that high-risk students have poor study strategies and continue to use them either because they believe they can get satisfactory (although, marginal) results, or because learning and implementing new strategies would involve additional effort, an investment that most high-risk students are reluctant to make.

Heiman (1984) found that successful students commonly use the following major learning tools: (a) they ask questions of new materials, engaging in a covert dialogue with the author or lecturer, forming hypotheses, reading or listening for confirmation; (b) they identify the component parts of complex principles and ideas, breaking down major tasks into smaller units; (c) they devise informal feedback mechanisms to assess their own progress in learning; and (d) they focus on instructional objectives, indentifying and directing their study behaviors to meet course objectives.

These skills were translated into a set of exercises which failing students could apply directly to their academic work. There are general learning skills exercises applicable to any curriculum, as well as subject-specific learning skills. By using these strategies, a student becomes much more active in the learning process, and subsequently is better able to demonstrate that learning

when evaluated by instructors on exams.

Heiman (1984) reviewed the results of the most recent implementations of the LTL system at Boston College and Roxbury Community College. LTL instruction was provided in classes of 15-20 students each. The classes met for an hour twice a week for twelve weeks. Each student received 30 minutes of individual help each week, when his application of the skills to academic course work was monitored. Much of this individual help was provided by trained peer tutors.

Both studies controlled for the following variables: college entrance test scores, previous semester's GPA, race, sex, year in school, and number of credits taken. At Roxbury Community College (Heiman, 1984), the control subjects received two or more hours of individual subject-matter tutoring each week. The experimental subjects obtained a statistically significantly higher mean GPA (2.89) and mean number of credits completed (10.45) than the control subjects (2.22 and 7.40). Three semesters after completing LTL, 70% of the former LTL students were either still in college or had graduated, as compared with 40% for the college as a whole.

At Boston College (Heiman, 1984), control subjects were wait-listed students who later received LTL instruction. The results were statistically significant

with the experimental subjects obtaining a statistically significantly higher mean GPA (2.44) and mean number of credits completed (15.10) than the control subjects (1.97 and 12.60). Follow-up data three semesters later indicated that 100% of the students in the experimental group were either still attending Boston College or had graduated from it. In addition, the group's mean GPA continued to improve.

For those students who have deficits in the area of effective learning strategies (many of whom are probably high-risk students), their academic performance would probably improve significantly if these deficiencies could be identified early and addressed in a reliable manner.

CHAPTER V

CONCLUSION

As indicated by the results of the present study, performance management procedures alone, although well-received by high-risk students, may not be sufficient to significantly affect the GPA of students with severe academic deficiencies; and therefore, will probably not decrease attrition. These deficiencies are further complicated by poor learning and study strategies, which appear to be common among this population.

As mentioned in the introduction, a closely-monitored system is needed to insure that high-risk students actually come into contact with the support services they require. This is probably the only manner that educators will be able to determine whether the support services required are effective. In addition to the minority students discussed who do in fact seek out the assistance of support programs, there is probably an even larger population of high-risk minority students who may not actively seek out these services. When large universities attempt to increase their minority enrollments, they attract a segment of students

who may not have seriously considered college previously. Furthermore, they may reject the notion that they actually need the educational and motivational support. This, of course, is the population most in need of structure and guidance.

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APPENDIX A
Course Syllabus

COURSE SYLLABUS: PSYCHOLOGY 397**STUDY-MANAGEMENT I AND II****COURSE INSTRUCTOR: MARK A. JACKSON**

Office - Rm. 305 Wood, 383-1525 Home - 344-8628

Course Objective

A common problem experienced by college students is procrastination. Many of us could have received higher grades on assignments if we had just begun working on them a little (or a lot) earlier. For example, if a major assignment is due the next day, we may feel we have to sacrifice a "lesser" assignment which may be due in another class. This often results in several assignments failing to be turned in. We all know the effect this will have on a course grade.

Therefore, this course is designed to assist you in preparing and completing the assignments you are responsible for in your other courses. This will hopefully be accomplished by your participation in the systems that operate within the Self-Management Center. They include: (a) the Contracting System, (b) the Study Center, (c) the Instructor Feedback System, and (d) the Academic Skills Center.

Contracting

You will meet with an Academic Contractor at least once each week. At these meetings, the contractor will help you outline the tasks you should be working on in your other courses for the upcoming week. In addition, the contractor will verify the completion of the assignments contracted from the previous week. If your assignments meet certain minimal standards of quality and quantity, you will earn points that count toward your grade in Psychology 397.

Most of the assignments you contract for will be of your own choosing. However, there will be occasions when a few assignments will be required at each contracting session.

*Contracting Meetings will be very important to your academic planning, and therefore, missing these meetings should be avoided at all costs! Failure to attend these meetings will result in the loss of the Contract Meeting

points. By rescheduling the meeting with the contractor (your responsibility) you may earn up to 1/2 the point for the original meeting.

Study Center Hours

All students will be required to study at least eight hours in the study center each week. The study center will be open Monday through Thursday, between the hours of 3pm - 5pm, and 7pm - 9pm. As a course requirement, you must spend at least eight hours in the study center each week to earn your total points. Of course, you may earn additional points by working in the study center more than the minimum eight hours. These extra points will be added to your total possible for that week. It seems unlikely anyway that a college student can complete all of their work in only eight hours a week.

In the event of illness or other reasons for absence on a given day, you may make up the time missed during other days of the same or subsequent week at the approval of your contractor.

Ideally, while in the study center you will work on the assignments that you contracted for during that particular week. When you arrive, you should fill out a blue Sign-In Sheet with your name, date, contractor, and the tasks you intend to work on while in the study center. You should also indicate what you will show as proof of your accomplishments in the center. In other words, you will have to have something to show for the time you spend studying. Merely reading, or highlighting are not satisfactory accomplishments. We will discuss satisfactory accomplishments in more detail later. As you complete the assignments, you must have them verified by a staff person on the spot to receive your points. You should show them both your contract and your sign-in sheet. You will receive points for the items on these sheets that were scheduled to be completed on that date.

Academic and Study Skills Workshops

The Academic Skills Center offers certain activities for which you may receive points (for your grade in this course) for attending. Such activities include consulting with tutors and attending the various study skills workshops. Your contractor will inform you of these activities.

Instructor Feedback System

An important part of performing well in college courses is knowing how well you're doing currently. We intend to do as much as possible to insure that you will never be "in the dark" about your level of academic achievement in all of your courses. Therefore, a formal meeting should be held with each instructor at least twice during the semester for the purpose of receiving constructive feedback on performance. In addition, grades received on weekly assignments pertaining to those tasks contracted for should be presented to the contractor as soon as they are received (Grade Verification points). In the event that instructors, for some reason, are slow in getting these grades back to you, a member of our staff will contact them to obtain this information. This information will be kept strictly confidential.

HOW YOUR GRADE IS COMPUTED

The categories listed below will be explained in detail during the initial class meeting.

<u>Task Category</u>	<u>Points possible per Week</u>			
Contract	80			
Contract Mtg. Attendance	15			
Study Center Attendance				
	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
	25	25	25	25

Regular Weekly Total Points Possible = 195

Other Periodic Course Requirements:

Grade Verification	5 each task per week
Instructor Meetings	25 each meeting
Feedback Sessions	25 each session

Your final grade will be computed on a percentage basis. The total number of points you have earned by the end of the semester will be divided by the total number of points possible. For example, Joe was responsible for attending 14 weeks in the term X 195 total regular possible points per week = 2730. Lets say he had to meet with 4 instructors twice each this semester at 25 points per meeting...200 points. Attending two class feedback sessions will yield 50 points. Therefore, the total points possible for Joe will be 2980. Joe's grade will then be determined by dividing however many points Joe has earned for the semester by 2980. The standard university grading scale is listed below.

100% - 92%	= A
91% - 88%	= BA
87% - 83%	= B
82% - 78%	= CB
77% - 73%	= C
72% - 68%	= DC
67% - 63%	= D
Below 63%	= E

APPENDIX B

Staff/Performance Contractor Guidelines

PSYCHOLOGY 397

BEHAVIORAL CONTRACTING WITH SPECIAL POPULATIONS

MARK A. JACKSON

Course Objective

The purpose of this course is to teach the you the necessary skills to be successful in helping individuals do things that they find very difficult and effortful to do. We have been successful at accomplishing this task through task specification and providing meaningful deadlines. More specifically, we will be helping students to achieve their fullest potential in academics by focusing on the area of academic task completion. In other words, we'll be helping them get their work done on time, with a reasonable degree of quality.

Course Requirements

At first thought, you might believe that you can't get someone to do something that they don't want to do. Therefore, if students don't do their work, then they obviously don't want to study, and therefore, they probably shouldn't be in college in the first place. Well, to some degree this is true. You will always have a hard time getting someone to do something that they are really opposed to doing.

However, sometimes we assume that a person doesn't want to do a thing merely because he doesn't do it. This is often a mistake! As you already know, some things are harder to do than others, and when this is the case, the "doer" can become discouraged very easily. They may want very much to accomplish a task (such as earning a college degree) but if they aren't doing the right things (such as studying the right things at the right time) then they won't be very successful.

Usually when we get discouraged at doing something, we will put it aside and come back to it later. If it really bothers us, we may seek out help. But all this additional effort depends on how important the thing is and what other important things there are to be done. The students that we will be working with are students who have no problems finding "better" (more fun) things to do. This is probably our biggest obstacle. When it comes down to the choice of spending two-and-a-half hours struggling through a math homework assignment or watching television or going out to

a party, we know what most students end up doing. Unfortunately, some do this much more often than others. Furthermore, it seems that these are the students who can afford it the least.

The main point of this entire section is that the biggest course requirements are **patience and dedication**.

In the following section, I will describe in detail the things you will be responsible for accomplishing.

I. CONTRACT MEETING ATTENDANCE

Basically what I am referring to here is your **prompt attendance** to the regularly scheduled meeting time with your contractee. It is very important that we, as staff persons, are **extremely reliable** when it comes to this, and all other aspects of the system. Please believe me when I say that you will find it very difficult to convince your students of the importance of being on time to scheduled meetings and classes if **you** seem to feel that its only important when its convenient.

At each staff meeting you will be responsible for submitting a Weekly Report and giving a brief summary of the progress of your students. **THIS REPORT SHOULD BE COMPLETED PRIOR TO THE BEGINNING OF THE MEETING.** You should follow the guidelines completely and document any outstanding good or bad points of interest relevant to the course.

*Also, each time you arrive at the study center to do some work, you should sign in on the Staff Log and have another staff person initial it and indicate the time of your arrival (remember, honesty is the best policy).

II. CONTRACT COMPLETION

CONTRACTING RELIABILITY PROCEDURE

A contracting monitoring session will take place with each contractor at least 3 times during the semester. The Contract Supervisors will monitor at least 3 contracting sessions per week on a rotating basis. They will unobtrusively record the contracting session and only respond to questions rather than interrupting the meeting for corrections in procedure. Once the session has been com-

pleted, they will provide feedback on the Task Adherence to the Contract Meeting Agenda before the student leaves. This will allow for the remediation of items necessary for student's obtaining full points (such as the contractor forgetting to ask for the next week's graded assignments).

Following the conclusion of the meeting, the Contract Supervisor will provide more detailed feedback on the actual execution of each of the steps in the contracting procedure from the Contractor's Feedback Checklist. Feedback will be provided in a constructive, suggestive manner which will highlight the strengths as well as the areas in need of improvement.

The completed checklist with comments will then be submitted to the program director's mailbox (Mark). If necessary, issues in need of further discussion will be brought directly to the program director's attention for possible review at the weekly staff meeting.

III. STUDY-MONITOR ATTENDANCE

When monitoring the Study Center, you should plan to show up at a desk inside of Room 305 Wood Hall a few minutes before (like five or ten) the Study Center opens at 3 p.m. It is necessary that you arrive early because of the number of students who will be arriving at the same time. The less time they have to wait to check-in, the more time they will have to study.

The first step will be to give them a Study Center Sign-In Sheet to fill out and ask for their copy of the contract. On the Sign-In Sheet they must indicate their name, the date, and the tasks they intend to accomplish during the time they will spend that particular day, as well as what they intend to show as proof of the accomplishment (you should find most of these things on the contract that they previously made with their contractor). **All of this information must be filled out before you write their time of arrival and initial the sheet!!!** Otherwise, it will be easy for them to fill in false information later. Be careful to look closely at what the students indicate that they will show you for proof of their work accomplishments. This will avoid later problems at check-out time when they want to "get by" with something less than acceptable. Whatever they indicate should be something you can see (such as a rough draft of a paper, written-out math problems, a worksheet, chapter notes, etc.), or something you can listen to and verify (such as memorized definitions, main points of a chapter). We want to avoid such less effortful things as "high-lighting", or "underlining" or "I just 'reviewed' my notes for my test." Usually, these types of things can lead to much procrast-

tionation in the Study Center and less **useful** study-time.

***NOTE** --If the hallway on the third floor is rather quiet that day, you may wish to leave the door open so you can better monitor the noise level in the Study Center. Though it is usually quiet, sometimes a few students insist on holding an on-going conversation that may disturb others. Because we require students to study there, it is imperative that we provide a studious atmosphere.

When a student is ready to check-out of the Study Center, they should give you their Sign-In Sheet, and whatever proof they have of the work that they have accomplished. You should have already approved of what was necessary to demonstrate proof so this should not be difficult.

IV. STAFF MEETING ATTENDANCE

You should plan ahead to arrive at the weekly staff meetings on time. If you arrive later than five minutes after the scheduled beginning time of the meeting, you will lose half of your attendance points. If you arrive later than 20 (twenty) minutes late you will lose all of your attendance points. If you are aware ahead of time that you **might** be late or absent, you should call the Self-Management office and leave a message to be written on the chalkboard. Please be courteous to the other staff who will arrive on time. We wouldn't want to hold up the meeting if you aren't planning to show up.

V. *STUDENT MAINTENANCE*

This is a special area encompassing a wide range of behaviors related to "keeping your student on the right track". I guarantee that there will be occasions when it will seem like your students are deliberately trying to avoid having you help them. When this type of avoidance begins, the student needs you the most. If they get too far off track, it will be almost impossible for them to recover. Occasionally, you will have to make a few phone calls to catch up with them or maybe even drop by their room when its difficult to contact them. However, when resorting to these measures you must be careful not to embarrass your student in front of his/her friends. Pull them aside when discussing business. Also, avoid coming down on them too strong (like you're one of their parents

about to punish them). People seldom work well under these conditions. Always speak to them with respect and friendliness. Let the system be the "bad guy", this way you can play the "good-guy" role in trying to help them keep from losing their points.

IV. DATA COLLECTION AND MAINTENANCE**Study Center Grade Collection/Computation Checklist**

1. Get all sign-in sheets from study center desk.
2. Get gradebook from Mark's office desk.
3. Separate sheets by student's names.
4. Arrange each student's Sheets for the given week in chronological order (by DATE...3/11, 3/12..etc) Then staple.
5. If there are any sheets from previous weeks, paperclip them to the proper week and make a note of it in the gradebook.
6. Add up the TOTAL POINTS for each week for each student and write the total for that week on the top sheet for that week.
7. Write the TOTAL EARNED over the TOTAL POSSIBLE in the study center column. (INDIVIDUAL STUDENT AVERAGE)
8. Add all of the students' study center totals for the week and divide by the total possible for the week. (WEEKLY GROUP AVERAGE)
9. Place each student's stapled sheets in their respective files.
10. Place the files back into the file cabinet.

APPENDIX C
Instructor Feedback Form

TO: Course Instructor _____

FROM: Mark Jackson, Coordinator
Center for Self-Management for Academic Performance
Department of Psychology

DATE: _____

RE: Student Progress

Your student, _____ is currently enrolled in psychology 397, a study-management course designed to assist them in the timely completion of all of their academic course assignments. As you know, it is very important for students to be informed of their performance levels. Furthermore, knowledge by our staff of the student's deficient areas may result in more specific efforts to improve their performance. Therefore, we would appreciate your completion of this progress report.

COURSE ASSIGNMENTS

GRADE RECEIVED

NUMBER OF ABSENCES

If you were required to grade this student at this time, s/he would receive a(n):

A BA B CB C DC D E
(circle one)

In the space below, please expand upon the above items (as well as any other areas) as they may affect this student's future performance level.

Thank you very much for your valuable time and cooperation!

Instructor's signature _____

APPENDIX D
Performance Contract Form

STUDY MANAGEMENT CONTRACT

PSYCHOLOGY 397-MLK

CONTRACT _____ TOTAL FOR
NAME _____ DATE _____ CONTRACTOR _____

Specify tasks for each class in which you are enrolled.

DPT & # TASK PROOF OF ACCOMPLISHMENT DUE DATE POINTS MONITOR

DPT & #	TASK	PROOF OF ACCOMPLISHMENT	DUE DATE	POINTS	MONITOR

TASK TOTAL _____

Attendance to Contract Meeting Yes ___ No ___ Pts ___/15
Calendar for next week filled out? ___/10 points

DEPT & # GRADE VERIFICATION
ASSIGNMENT GRADE POINTS

DEPT & #	ASSIGNMENT	GRADE	POINTS

APPENDIX E
Study Center Sign-In Sheet

STUDY-MANAGEMENT
PSYCHOLOGY 397 - MLK SECTION
STUDY CENTER SIGN-IN SHEET

STUDENT NAME _____

DATE _____

CONTRACTOR'S NAME _____

TIME IN _____ MONITOR _____

TIME OUT _____ MONITOR _____

TASK	ACCOMPLISHMENT
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX F
Informed Consent

**CONSENT TO PARTICIPATE IN STUDY-MANAGEMENT RESEARCH
MLK STUDY-SUPPORT SYSTEM
PSYCHOLOGY 397
MARK A. JACKSON, INSTRUCTOR**

I authorize Mark Jackson and assistants of his choice in the Center for Self-Management of Academic Performance to use the academic information obtained from my participation in Psychology 397 for research purposes.

I understand that in no way will my individual identity as it pertains to my academic performance be disclosed to anyone except those directly involved in the data collection and analysis of the course and the Martin Luther King Program.

I further understand that if at anytime I choose to have my academic information withheld from the study, I may do so with no consequence in terms of the grade I will receive in Psychology 397. This does not, however, release me from the academic responsibility of fulfilling the required responsibilities of the Psychology 397 course. I do, however, reserve the right to drop the course, as allowed by the Martin Luther King Program Director.

Print name

Signature

Date

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