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**A Descriptive Study of Special Programs
For Minority Students in Public
Four Year Higher Education
Institutions Within the State
of Michigan**

by

Richard Redden

**A Dissertation
Submitted to the
Faculty of the Graduate College
In Partial Fulfillment of the
requirements for the
Degree of Doctor of Education
Educational Leadership Department**

**Western Michigan University
Kalamazoo, Michigan
April 1981**

A DESCRIPTIVE STUDY OF SPECIAL PROGRAMS
FOR MINORITY STUDENTS IN PUBLIC
FOUR YEAR HIGHER EDUCATION
INSTITUTIONS WITHIN THE STATE
OF MICHIGAN

Richard Redden, Ed.D.

Western Michigan University, 1981

The purpose of this study was to identify problems and issues facing special programs specifically for minority students in public four year higher education institutions within the state of Michigan and to describe any relationships existing between the number of problems and issues they face and the variables of (1) recruitment ability, (2) admission ability, and (3) organizational position within the institutions.

A developmental purpose of this study was to propose an up-to-date compendium covering all of the special programs currently operating within public four year higher education institutions within Michigan. This by-product will be shared not only with study participants, but with local and area high school counselors as well as the Department of Education for the state of Michigan in the hope they might undertake responsibility for distribution of the compendium to their educational sources (i.e. junior colleges, commu-

nity colleges, alternative educational agencies et cetera).

All fifteen (15) public four year higher education institutions in Michigan comprised the study population. A survey questionnaire was designed and pilot tested on participants of a National Workshop on Retention and Recruitment of Minority Students in Atlanta, Georgia in 1979, as well as some local and regional private and community/junior colleges.

The data collected via the survey questionnaire indicated: The number of problems facing special programs was low, and generally problems tended to fall into the categories of insufficient funds, insufficient personnel, and concern about institutional commitment. The data further indicated little relationship between the number of problems and the variables of recruitment ability, admission ability, and organizational position within the institution.

The data additionally revealed that there were thirteen (13) special programs currently functioning at nine (9) of the fifteen (15) public four year higher education institutions within the state of Michigan.

In summary, the findings of the present study discovered: (1) The number of problems facing special programs is small and tends to be centered on funding, personnel, and

institutional commitment; (2) there is little relationship between the number of problems facing special programs and the variables of recruitment, admission, and organizational position within the institution, and (3) there are currently thirteen special programs for minority student in nine of the fifteen public four year higher education institutions of Michigan. The Compendium of Special Programs developed as part of this study provides considerable detailed information about the characteristics of each of the thirteen current special programs.

ACKNOWLEDGEMENTS

The completion of this study is the fulfillment of a goal long sought by the author. Naturally, it could not have been accomplished without the help, guidance, encouragement and support of many persons. Thus, the author extends his gratitude to Dr. Charles Warfield, who initially introduced me to the post-graduate goal, and Dr. Leroy Ray, Jr., who prodded me when I began to wander from my goal.

Extreme appreciation is given my committee chairman, Dr. James Sanders, who undertook the task of becoming my chairman after the loss of a previous chairman. Dr. Sanders was my technical guide foremost. He later became my friend.

Special thanks go to all those students and colleagues with whom I work who were understanding of the task and pressure I was under to complete this study in the allotted time span.

Finally, I give posthumous thanks to my grandmother, Mrs. Lillian Price, who was my strength in times of weakness, the voice of wisdom in times of foolishness, my inspiration in times of depression, and the historian of my family. In her memory, and with thanks to God, this achievement was accomplished.

Richard Redden

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STUDENTS IN PUBLIC FOUR YEAR HIGHER EDUCATION INSTITUTIONS
WITHIN THE STATE OF MICHIGAN

Western Michigan University

Ed.D. 1981

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CHAPTER I

STATEMENT OF THE PROBLEM

There is a lack of information regarding special programs for minority groups in public four year higher education institutions within the State of Michigan. A review of the 1970 through 1974 Directory of Special Programs For Minority Group Members listed the existence of several pre-college programs (i.e., Upward Bound, Talent Search) but listed only one college special program in one of the public four year higher education institutions in Michigan. Looking into the historic beginnings of the various special programs for minorities at Western Michigan University, both the MLK (Martin Luther King) and the MSS (Minority Student Services) programs have been in existence since 1968, yet neither program was listed in the above cited directory which was to cover programs in existence during 1970-1974.

Several special programs for minority groups which exist in public four year higher institutions are somewhat similar in function. For example, the Offices of Minority Affairs of Eastern Michigan University and Michigan State University are indeed similar to the Minority Student Service Office of Western Michigan University in the aspects of counseling, advising minority student organizations, and

directing minority students to the resources that have a direct or indirect bearing upon their existence in higher education. Additionally, the Undergraduate Opportunity Program of the University of Michigan, Ann Arbor, the University Migrant Opportunity Program of the same institution and the Project 350 Program of Wayne State University are similar to the MLK (Martin Luther King) and the United Migrant Opportunity Programs of Western Michigan University in the functions they perform for minority group students. Yet, these programs were omitted from the listing in the 1970-1974 Directory of Special Programs for Minority Group Members.

Current information on special programs is essential for selecting the best program for those minority group students who may require only minimal academic support. As Samuel Hall, Jr., Director of Career Planning and Placement at Howard University in Washington, D.C. said,

One thing becomes increasingly clear as we head into the 1980's. Information will become more and more important to everyone. Information on our economic system, information on our social system, information on everything. Individuals who understand this fact and who seek out the information needed to help themselves will fare better than those with little or no information to help them. In counseling individuals and groups, one point that I continually emphasize as the key to making intelligent decisions and to selecting the best possible alternative is obtaining the most accurate, current, and complete information available. (Introduction, Directory of Special Programs for Minority Group Members, 1979, p.1)

For the minority group members, educational attainment beyond high school represents not only increased income and status, but (most often) a college education is seen as the means for upward mobility in a racial/ethnic community. College enrollment and the number of college graduates are viewed as important statistics in the fight for social equality. A college education is the first step in reaching a level of economic and social prosperity that has been denied minority groups in this country until about the last two decades. In the United States the relationship between higher education and economic well-being is indisputable. (Jackson & Vorhauer, 1979, p. 6)

It would seem that education was the salvation for all persons seeking to pull themselves up by their "bootstraps". Yet, an item on page B 12 in the Detroit Free Press of March 7, 1979, reported, "More blacks started college in the 1970's increasing their proportions on campus from 7% (1/2 million students in 1970) to 11% (1.1 million in 1977). That appears encouraging at first glance; however, the same item also indicated that blacks drop out of college (before they reach their senior level) at a higher rate than do their white counterparts. Another source stated:

The decline in enrollment between 1976 and 1978 indicates that minority groups accounted for 43.2 of the total enrollment decline of full time students in Michigan's public four year institutions. This represents a loss of 2,074 minority group students, or 11.8% of the total of minority group students enrolled full time in public four year institutions. (Jackson & Vorhaur, p.2)

The above information would appear to emphasize the need for both special programs, as an instrument to assist in the reduction of the minority student decline, and the

development and dissemination of information regarding them. Special programs might be one way to stem the tide of minority group dropouts from the area of higher education. The fact that special programs existed in some institutions has been a positive factor in encouraging minority groups to pursue higher education degrees. Sensing that they had someone with whom they could relate and who was concerned about their attaining their academic goals proved to be the kind of supportive tool minority groups sought out. In addition, the high school counselor was another who tended to direct minority groups towards those institutions of higher education which maintained some type of special program to insure their students received the supportive services to help them matriculate through the institution. (Boyd, 1972)

One could assume that those institutions which have special programs would be more successful in retaining minority group students than those without. Logically, it would appear that special programs, having as their central purpose to serve as a supportive agent for the minority group student, would:

1. Be sensitive to the needs and problems of minority group students.
2. Be concerned that these minority group students received the proper counseling relevant to academics or financial aid.

3. Be intent on seeing that minority group students received pertinent information regarding any kinds of policy or rule changes that have a direct or indirect bearing upon the minority group students.

4. Be concerned about assuring that minority group students not just enter but also graduate from the institution.

The existence of special programs can play a vital part in the number of minority group students that enter higher education and also graduate from institutions and who then begin to play an active role in the community and society of which they are a part. Since it appears that little is known about the special programs for minority group students in public four year higher education institutions within the State of Michigan, regarding their histories, institutions hosting them, their services, their recruitment or admissions procedure, where they fall within the organizational structure, and the problems or issues facing special programs, this study will explore and report those pertinent findings. An additional product from this study will be the development of an up-to-date compendium covering special programs for minority group students in public four year higher education institutions in current existence. This should be beneficial to prospective minority group students

and their counselors, as there is no central clearing house for information of that type currently.

Significance of the Study

This study is intended to address the lack of information regarding special programs for minority groups in public four year higher education institutions within the State of Michigan. Additionally, it shall address the lack of knowledge of the current problems or issues facing these programs. Because of this lack of information relevant to special programs for minority group students in the public four year higher education institutions within Michigan and the problems and issues facing those programs, the purposes for this study are as follows:

Purposes of the Study

1. To develop a greater understanding of the problems/issues facing special minority student programs by describing their relationship with (a) the recruiting procedure of their institution, (b) the admissions procedure of their institution, (c) their organizational position in the institutional hierarchy.
2. To identify the recruiting methods employed by special programs for minority group students in

public four year higher educational institutions within Michigan.

3. To identify the admissions methods employed by special programs for minority group students in public four year higher educational institutions within Michigan and their relationship to the process employed via the Admissions Office.

4. To identify the organizational placement of special programs for minority group students in public four year higher educational institutions within Michigan.

This study will focus on these aspects for the following reasons:

1. All institutions of higher education engage in recruitment; it is a vital and legitimate aspect of higher education.

2. The recruitment process is the vehicle by which information about the institution, and its programs, is passed on to interested persons and the general public.

3. "When the very survival of the institution depends upon 'recruiting' a sufficient number of students to meet the budget, it is difficult for the educational point of view to prevail". (Shaffer-Martinson, 1966)

4. The admission process is the first step towards academic success for most students desiring to enter higher education.

5. If the admission process concentrates upon results of some supposed "standardized" test and little consideration is given to the students "potential" to compete in higher education, a significant number of minority group students will seldom reach the college campus.

6. The organizational position held within the hierarchy of the institution allows for certain advantages, and especially so when items of budget or affirmative action may be at stake.

Another purpose of this study is to locate, describe and report on special programs for minority group students. The preparation of a compendium covering the types or kinds of special programs for minority students currently existing within all the public four year higher education institutions in the State of Michigan will be a developmental portion of this study. A current listing of these programs can serve several purposes.

1. It can accurately identify the programs that are now available for minorities and the institutions in which those programs are located.

2. It can serve as an educational guide for stu-

dents and high school counselors seeking information about such programs.

3. It can serve as a communication network resource between the persons working in those programs.

4. It can assist in the identification of programs that have similar or dissimilar services.

5. It can assist in reducing misinformation regarding special programs within this state.

While it has been shown that one directory may neglect, omit, or simply not have access to information regarding all the special programs for minority groups in the nation, it would appear a somewhat less perfunctory task to obtain the information referent to those special programs for minority group students in the State of Michigan. Thus, the final purpose involved with this study will be:

To compile a current compendium of such special programs in public four year higher educational institutions in the State of Michigan. The contents of the compendium will be: (a) an alphabetized listing of all special programs, (b) a description of program services, (c) the institutional location of the programs, (d) administrative contact persons, and (e) address and phone number of the programs.

One significant outcome of this study will be the compendium of special programs which will be made available initially to those who participated in the study. The compendium will be transmitted to the Department of Education of the State of Michigan which might underwrite the printing of a directory to increase its availability to those in four year higher educational institutions, junior and community colleges, high schools, or educational service agencies.

In an attempt to limit any misunderstanding relevant to the objectives of this study, it should be pointed out that the references to 'Special Programs' are focused upon those programs for incoming or presently enrolled college students. Pre-college programs (i.e. Upward Bound, Talent Search, Higher Educational Opportunity, Educational Opportunity or others) are not considered a part of the special programs this study intends to investigate. Nor are special programs that are departmentalized (i.e. Minority Nursing, Engineering, Business, Drama, or et cetera) considered a part of the special programs this study intends to explore.

The following are the definitions for the terminology referred to in this study:

Definition of Terms

Special Programs:	Those program/offices intended to assist minority group students in colleges or universities. That assistance may manifest itself in counseling, tutoring, summer academic programs, language development, or cultural awareness events.
Minority Groups:	Those persons who identify themselves as Black, Afro-American, Spanish/Mexican-American, Native American, Oriental-American, or Asian American. Those persons born outside the United States (i.e. foreign born) are not considered a part of this population.
Organizational Position:	The system/structure indicating who has jurisdiction over the special program area. (i.e. a Level One reports directly to the President; a Level Two reports to a Vice-President; a Level Three reports to an Assistant Vice-President; a Level Four reports to a Dean).
Recruitment Procedures:	That means by which minority group students are encouraged to attend an institution of higher education (i.e. school visits, college day/night programs, minority agency contacts, invitations to minority groups to visit the campus).

Admission Procedures:	That means by which minority group students gain entry to a college or university (i.e. GPA - grade point average, ACT - American College Test Scores, high school GPA, recommendations).
Problems/ Issues:	The number and type of problems or issues reported by the directors of special programs in this study is assumed to be a measure of the level of the difficulty faced by a program.

Description of Special Programs at Western Michigan University

As an illustration of what can be established as a special program area to assist minority group students, the Special Programs area of Western Michigan University may serve as a model.

The Department of Special Programs recognizes the diverse interests and needs of all minority group students and has expanded to include various offices under its auspices. These offices include the Martin Luther King Program (a college academic support program which begins in the summer), Minority Student Services (an advisory and recruiting program), the Center for Educational Opportunity (a tutorial program), Upward Bound (a pre-college program), and the Alpha Program (another college academic program). All the above programs operate at the Level Three point of the

organization hierarchy and report to an Assistant to the Vice-President of Academic Affairs for the University.

Before providing the description of each of these programs, it should also be pointed out that while all these programs were designed for the minority group population, some have expanded to include non-minority persons, specifically the Alpha and the Center for Educational Opportunity Programs. While the other programs (Minority Student Services, Martin Luther King, and Upward Bound) are still fundamentally geared towards meeting the needs of minority group students, they too have the capability of assisting any students who require assistance.

Minority Student Services

The Office of Minority Services is committed to the goals of increasing the minority presence and participation at Western Michigan University by encouraging Black, Chicano, Native-American, and Native-Oriental enrollment. This goal is based on the premise that every minority student who desires to uplift his/her skills through higher education should be given the opportunity to do so upon demonstration of the required desire and potential to complete this task. The objectives of this office are thus:

1. To stimulate interest in higher education through minority student identification and the

dissemination of matriculation information to these students.

2. To recruit minority students into the various programs of Western Michigan University through an extensive program of statewide visitations to high schools and community agencies.

3. To provide supportive services to minority students in order to promote successful academic experiences for minority students, as well as, assisting them to become self-sufficient, thus preparing them for their specific professional careers.

4. To monitor, evaluate, and improve university-wide operations as they relate to minority students.

The office hopes through these efforts to provide the greatest opportunity for a successful and relevant educational experience for our minority populace.

Martin Luther King, Jr. Program

The Martin Luther King, Jr. Program initially evolved in 1968 out of concern for the culturally different and academically deficient minorities. However, because of continual expansion, the program has become an all-encompassing structure which services all ethnic minorities

and socio-economic groups. It also has a voice in determining the admission to the program.

The program has a three-fold purpose: 1) it provides educational opportunities for a significant number of minority students; 2) it encourages marginal students to pursue higher education by providing not only an incentive but also the necessary remedial help; finally, the program works closely with various departments of the university to expedite routine procedures. (i.e. Admission, Financial Aid, Housing and instructor-student progress). The services offered by the Program are basically supportive and include tutoring, academic and personal counseling, vocational testing, and career planning. One of the stated goals of both university faculty members and the Martin Luther King office is to help students maximize their success in their college endeavors and to seek out and control those areas which create difficulties for students, while strengthening the student's abilities to solve problems through critical thought and analysis.

Students spend seven and one-half weeks, during the summer, on the campus of Western Michigan University and are enrolled in six hours of academic course work. The summer program is designed to strengthen two of the basic skills needed for success in college: writing and proper study techniques. Students participate in special seminars,

cultural enrichment programs, and field trips.

The Martin Luther King Program also conducts a year-round program and offers a continuation of the types of experiences that were initiated during the summer. Throughout the school year the program performs the following additional functions: 1) provides assistance with the selection of courses commensurate with student interest and abilities while still fulfilling the requirements of the university; 2) provides tutorial services for students who may need assistance with group work; 3) supervises the programs study center and insures that the necessary time is devoted to academic activities and; 4) provides special counseling to students with problem situations.

Students in this program are actively recruited from schools in the southwestern Michigan area. However, students outside this area may apply and be admitted, even though staff visitation and concerted recruitment efforts are limited to the target area.

Center for Educational Opportunity

The primary mission of the Center of Educational Opportunity is to provide academic support services aimed at helping all Western Michigan University students become more independent, self-confident, and efficient learners so that they will be better prepared to meet the University's aca-

ademic standards and attain their own educational goals. The Center attempts to accomplish this mission by: a) utilizing and coordinating the support services that are already functioning and available within the University structure (for example, Orientation, Counseling, Financial Aid, Testing Services, The Reading Clinic, etc.); b) offering a tutorial service; and c) providing academic and study skills assistance.

The Center places a strong emphasis on the tutorial program which helps students with general study skills. It provides students with practice, reinforcement, and individual guidance throughout their course study. Tutors identify the strengths and weaknesses evident in the student's study techniques, and make suggestions so as to improve their effectiveness, thus reinforcing the practice of these techniques in subsequent courses. In addition to its tutorial service, the Center provides academic advising, study skills assistance, counseling, and immediate referral to other University support agencies to any student experiencing academic difficulties.

Upward Bound

Upward Bound is a pre-college program which enlists the resources of schools in the community, host-institutions, and the family. Upward Bound students are from low income

families, regardless of ethnic background, who, while in high school, show a potential for success in higher education. They should possess a sense of personal strength and have a desire to become involved in a guided, many faceted enrichment program. The objectives of the program are: 1) to assist high school students in the development of both the attitude and skills necessary to achieve success in an institution of higher learning; 2) to make both high school and university personnel aware of the abilities, talents, and contributions of Upward Bound students; 3) to make local communities more responsible for the education of the total population; and 4) to cultivate a significant number of students with special characteristics who are able to affect their environment through the democratic process. Upward Bound is specifically a tutorial, counseling and individual attention program designed to accomplish the goals of educational achievement for the students. Upward Bound students are selected by the Upward Bound Professional Staff.

Alpha Program

The Alpha Program is designed to attract and to assist students who possess potential for academic success but have not attained the minimum criteria to gain admission to the university. Admission emphasizes the use of supportive services such as counseling, tutoring, career planning, and

enrollment in one or more required courses be effected between the student and the program.

Prior to the end of each enrollment period, the Alpha Director reviews, with the student his/her academic progress and involvement in the program services. If the student has met all the requirements of the program, the student may continue on toward his/her academic goals. Failure to meet the program requirements can result in the student being dismissed from the program and the university.

Limitations of the Study

This study will limit itself to investigating only the special programs in public four year higher education institutions within the State of Michigan. The study will focus on selected aspects of special programs which deal with recruitment and admission ability, organizational position, and the types of problems and issues that are related to these programs. It should be noted here that this study is not concerned with how successful special programs are, in relation to each other, or how successful they are with regard to the retention and matriculation of students through the programs.

This study will not be concerned with special programs considered to be pre-college programs (i.e. Upward Bound, Talent Search) or with programs created by various depart-

ments in higher education (i.e. Minority Law Programs, programs for Minority Engineers, Minority Nurses).

Overview of the Study

In the remaining chapters of this study, the following topics will be addressed:

Chapter II - A review of pertinent theoretical and research literature.

Chapter III - A description of the research design and procedures for the study.

Chapter IV - A provision of the findings of the study.

Chapter V - Provision of a discussion and the interpretation of the findings of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present information regarding special programs which are relevant to this study. With that objective in mind, information was reviewed in terms of (1) historical information regarding special programs within selected states; (2) studies of special programs, (3) changes occurring in higher education recruitment and admission of minority group students; and (4) management patterns for special programs.

Historical Information on Special Programs Within Selected States

As stated in Chapter I, the intent of this study was to focus on special programs for minority group students in the public four year higher education institutions within Michigan relative to the problems/issues they face and the relationship of the variables of recruitment, admission, and organizational position. As other related information was discovered, it was included.

Historically, schooling has been viewed as the medium by which persons in this society have improved themselves and their condition. It was during the period of new thrusts for equality, both on the educational and social fronts,

that concern for the minority group person attempting to improve him/herself came into the limelight.

The words of Dr. James Baugh (Academic Planner of Academic Affairs, University of Wisconsin system) ring as true now as they did at the 1979 workshop held in Wisconsin:

The late 1960's marked a sudden rise of interest in programs designed to assist ethnic and racial minorities attain equal access in higher education... Currently, the trend towards financial retrenchment and the changed needs of contemporary minority students have drawn increasing attention both to the lack of adequate planning and the grave perils that loom in the attainment of long-range goals that are fundamental to many programs... Recent reports of leveling or declining enrollments of minority students in higher education have suggested that minority students have become disenchanted and lost confidence in higher education, and the initial enthusiasms of higher education for minority students has waned. (Challenge to Succeed, Page 14, 1979)

As indicated in Chapter 1, the researcher believed that misinformation or lack of informational resources, had resulted in the omission of several special programs for minority students in the State of Michigan, not being listed in the directory cited in Chapter 1.

Having obtained as much information as possible, relative to special programs within the State of Michigan, what follows is a brief summary of special programs within other higher education institutions within Michigan, in addition to those previously cited in the Program Tables in Chapter IV of this study:

Kalamazoo College - Special Counseling Program

Kalamazoo, MI

A special program to identify and counsel students from disadvantaged backgrounds who could benefit from a college education.

Lansing Community - Minority Program
College
Lansing, MI

This is a special program with emphasis on The Indian and Chicano/Hispanic population.

Macomb County
Community College
Warren, MI

- Project Transition

A program which works with minority students towards assisting them in the completion of a general education.

University of
Detroit
Detroit, MI

- Project One Hundred

A program designed to identify and recruit students with academic deficiencies and/or financial need.

It should be noted here, that a thorough search of the literature, relevant to special programs for minority group students in higher education within the state of Michigan, revealed a considerably small amount of information. It should also be noted that the search included the following:

1. An ERIC (Educational Reference Information Center
OARS (On Line Automatic Reference System) search

made March 27th, 1979 requesting the following information: "Special Programs for Minority Students In Public Four Year Higher Education Institutions In Michigan".

2. A second ERIC/OARS search was made August 21st, 1980 requesting information on the following: "Special Programs for Minority Students in Public Four Year Higher Education Institutions In Michigan, Indiana, Ohio and Illinois.
3. A search through The Education Index covering the years of 1968-1978 using these descriptors:
 - Minority
 - Disadvantaged
 - Special Programs
 - Studies of Special Programs
 - Admission of Minorities
 - Recruitment of Minorities
 - Organizational Structures
4. A search was made of the following journals covering the period 1968-1978:
 - School and Society
 - Negro Education
 - College and University
 - American Education
 - Higher Education
 - American Association of College Teacher Education
 - Personnel and Guidance
 - National Association of College Administrators and Counselors
 - Education Technology
 - Independent Schools
 - College Student Personnel
 - Education
 - Compact
5. Other resources included the Comprehensive Dissertation Index and Bibliography.

While the literature revealed information regarding special programs in various higher education institutions, those programs were basically pre-college programs (i.e. Upward Bound, Talent Search, Education Opportunity Programs, et cetera). The focus for this study was on special programs for minority group students "already" in college or as beginning college freshmen.

One curious discovery made during the literature review was that only two dissertations have been written relative to minority student programs within the state of Michigan. One was by Noah Brown and centered on the development of a recruitment and retention model for minority students (Brown, 1976). The other was by Luther Dease and focused on the achievement characteristics of black and non-black Upward Bound students. (Dease, 1979)

The study by Dease has no relationship to this study due to its being a pre-college program which looks at achievement variables. The study by Brown focused on the variables that influenced high school graduates to attend college and remain in college the full four years. The Dease and Brown studies involved a pre-college HEOP (Higher Education Opportunity) program at Wayne State University. A review of Brown's study showed no relationship to the concerns of this study. Although Brown's study refers to recruitment, it was basically the efforts of the HEOP person-

nel Brown describes as a recruitment tool.

In addition to special programs within the State of Michigan, the literature divulged other higher education institutions outside Michigan having some type of special program for minority students. What follows is an illuminary sampling of those institutions.

American University - Project OPEN (Opportunity Project
Washington, D.C. for Education Now)

Instituted in September 1968

Bowdoin College - Project 65
Brunswick, MA

Purpose: to broaden committment to
minority students. Instituted in
Fall, 1963.

Bowling Green
University
Bowling Green, OH

- Student Development Program

Purpose: to increase black student
participation and admission.
Instuted Fall, 1968.

Emory University
Atlanta, GA

- Summer Test Program

Purpose: to increase Black Law
Student enrollment. Instituted
Summer 1966.

Hofstra University
Hampstead, NY

- New Opportunity Program

Purpose: to motivate and attract
minority students. Institutional
date not given.

Anyone wishing additional information relevant to

higher education institutions outside of Michigan that have special programs for minority group students may wish to refer to the College and Cultural Diversity: The Black Student on Campus: A Project Report (ERIC Reproduction Services No. ED05563) The Final Report of National Project II: Alternatives to the Revolving Door, (ERIC Reproduction Services No. ED151054), or Research Project Concerning Students from Minority Groups Final Report (ERIC Reproduction Services No. ED121135).

Studies of Special Programs

As a means of obtaining a perspective on how special programs for minority group students were perceived, in the mid 60's, when it appeared most higher education institutions were interested in assisting the minority-disadvantaged students, the researcher reviewed several studies of special programs. One such study was carried out by Kalmer Stordal (1969). Stordal attempted to discover what the academic success rate was for a program designed for academically deficient students. The program evaluated was called Early Entry Institute (EEI) and was started in the summer of 1966 at Northern Michigan University. It enrolled students in the program four to eight weeks during which intensive academic preparation was provided to the students. Briefly, the outcome Stordal reported was that the "risk"

students were more persistent than the traditional students. Stordal's findings showed a significant difference in grade point averages of EEI students compared to regular fall entry students as determined by use of analysis of variance.

Williams (1969) chose to make a distinction between "disadvantaged" and "high risk" students. Williams proposed that the institutions are the ones who identify/or define "disadvantaged" students by the make-up of their own student body (i.e. educational level, economic backgrounds). The "risk" students were those who were economically poor and who performed poorly on most standardized tests.

William's evaluation of special programs aimed at assisting their clients to become academically sound, concluded that, at that time, it was too soon to really make an assessment. However, Williams stated that some special programs demonstrated a decline in minority student dropout rates. He acknowledged that those programs which did not lower standards for the students showed students were successful in spite of those traditional standards. Williams also reported that some students in special programs failed to demonstrate improvement on standardized tests and others failed or refused to remain in those programs.

Changes Regarding The Admission/Recruitment
Of Minority Group Students

There is a rhetorical question, "Do you remember the 'good old days'? Due to changing economic conditions, social liberties, and numerous other elements, the question of what is the future of special programs for minority group students in the new day, should be a consideration to be raised. The researcher believes the outlook is indeed bleak.

The "good old days" may have been what Albright (1969) referred to when he indicated that colleges have an obligation not only to recruit minority students, but to work to retain them. Dr. Albright cited some specifics by saying in the early 1960's more minority students gained access to college, thus producing the following results:

1. The number of minority students at predominantly white institutions had risen.
2. The academic success of minority students had been consistent.
3. There was a high number of minority undergraduates advancing on into graduate school.
4. A large number of minority students returned to their local communities to effect changes.

Beale (1972) was another who perceived the coming changes when he indicated the selection of a prospective student is usually a process of individual appraisal and

consideration.

The above appears to support one of the points made by Sedlacek (1975) in which he indicated that those universities most successful in enrolling minority students used a special program structure and in that structure considerable weight was given those students seeking admission who had personal recommendations and ably handled the interview process.

This translates to mean those who can make the best impression on college/university admissions persons may tend to be viewed more subjectively than objectively.

While personal assessment of incoming students by admissions personnel have an impact on admission of minority students, one single change impacting on minority student admission and enrollment was the threat of Bakke-type litigation. (Bakke, 1978). That threat has caused many colleges and universities to move cautiously concerning preferential admission and recruitment of minority students.

According to Boylan (1973), generally it is assumed to be legally permissible to seek out and identify minority students for the purpose of recruitment. Boylan made several points to that effect in his article:

1. Unless state law specifically states otherwise, it is permissible to identify potential students on the basis of race in an effort to relieve racial

imbalance.

2. Modified admission standards may be used in admitting minority students in spite of the fact that this may represent "special" or "preferential" treatment so long as race is only one of the criteria used.

It would appear that Bell (1975) was aware of the changes occurring in higher education as late as 1975 when he expressed his concerns, regarding special efforts on behalf of the minority students, during the Illinois State Board of Higher Education meeting in Springfield. The central topic of the meeting was "The Development of Positive Affirmative Action Program at all Levels of Higher Education Employment, Development of Programs To Increase Minority and Women Student Enrollment: Report of the Master Plan Committee on Affirmative Action for the Illinois Board of Higher Education", and of the five barriers cited, relative to affirmative action, the one highlighted was attitude. Bell stated,

Secondary institutions must guard against the attitude that their educational assistance programs are the major avenues for increasing undergraduate enrollment. Failure to actively recruit minority students (generally) is to ignore the institutions affirmative actions obligations. (Bell, 1975, p. 15).

Bell not only expressed his concerns to the institutions, he also made the following recommendations regarding

minority students:

- 1) The need to revamp institutional rules and formal policies concerning admission.
- 2) The need for maximum effort to be put forth to recruit more minority undergraduate students through regular admission channels.

Referring to other changes in higher education as they relate to special programs for minority group students, Miskal (1973) noted a recurring development relevant to special programs: the increasing lack of financial support which was causing them to close. Citing the Harlem Prep Academy as a program which nearly disappeared due to withdrawal of foundation funding, Miskal made the point that foundations (at that period) who bestowed funds for special programs did so usually as a means of initiating the program but not to underwrite it continually.

O'Neil (1970) was possibly the most prophetic when he alluded to some of the barriers constraining minority group students access into higher education (i.e. finances, race, geography, selective admissions policies) and the problem of minority group students enrollment had not improved anymore at that point than it had twenty years earlier.

Organizational/Managerial Structure Of Special Programs

Often times the commitments of higher education insti-

tutions are demonstrated via the support and assistance they provide to special programs for minority group students. Sometimes the organizational/ managerial structure employed by special programs can be a cause of problems or difficulties to the program.

An investigation of various models, styles, systems for an organization, management, or an administration revealed the following:

1. There are generally four basic models, styles, or systems of organization, management or administration:

- (1) Vertical - based on the idea of promotion or movement upward by grade.
- (2) Horizontal - areas are divided by groups and assigned to specific tasks.
- (3) Formal - has a strict adherence to any of the following characteristics: planning, assignment of duties, integration and coordination for the most effective activity, and as a means to an end for meeting objectives.
- (4) Informal - Decisions made in this structure tend not to follow the formal pattern and are not consistent with the overall scheme of things. (Handbook of Educational

Administration, 1975).

Another resource relevant to models, styles and systems in organization, management, or administration cited the following as graphic forms often employed by organizations or programs and which may be a source of programming problems. (Simon, 1971)

FIGURE 1

Flat Structure: Broad span of control over large number of programs.

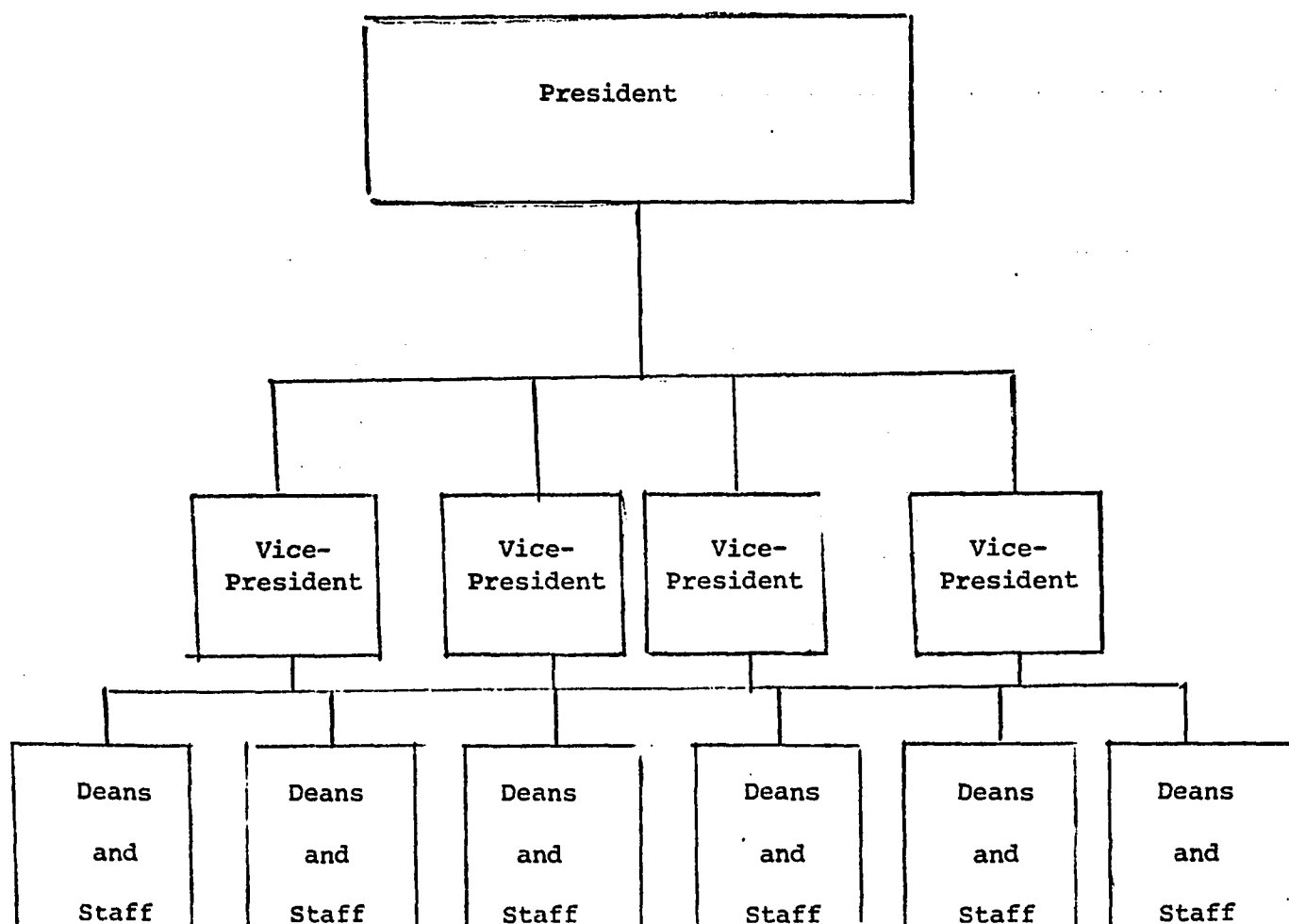
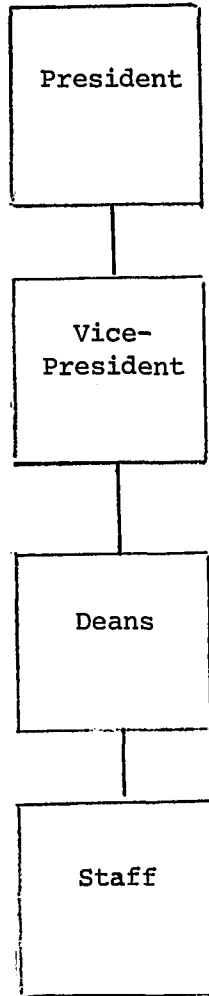


FIGURE 2

Tall Structure: Limited span of control

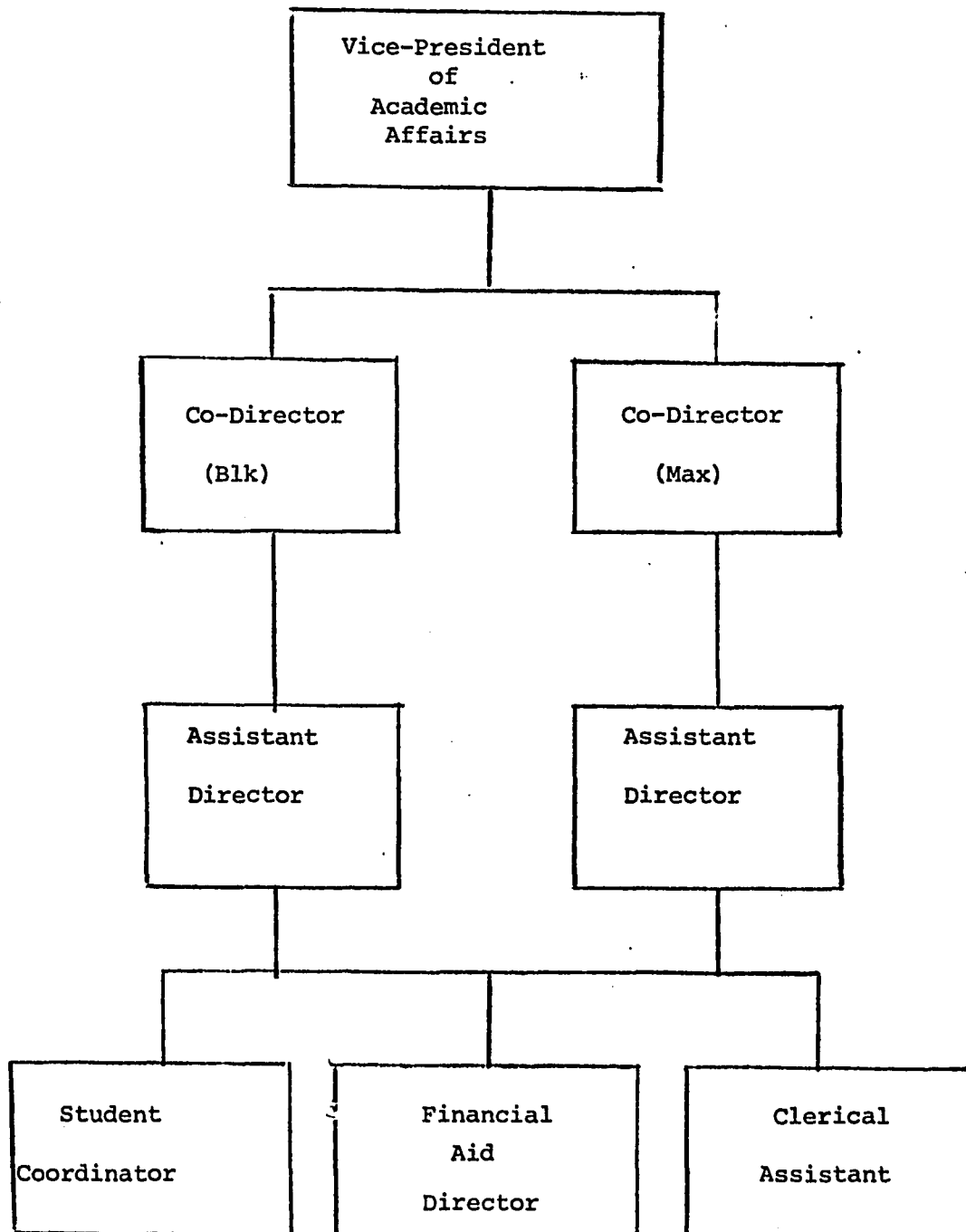


The above model is cited as being the most difficult to send communications up and in getting the requested information down. That may develop into a decision-making gap, which may also give rise to programming problems.

Information provided by Long (1969), Director of an Educational Opportunity Program called SEEK (Search, Encourage, Enroll and Keep), indicates the Flat Structure has been beneficial for his program. His program structure is seen below.

FIGURE 3

SEEK Organizational Structure



Thus, the investigation of the literature suggests the structures of special programs for minority students in higher education may have evolved as a result of trial and error experiences caused by the large influx of minority group students in the 1960's.

Astin (1972) observed from case studies of 19 educational opportunity programs that administrative structures were frequently loose and that operations were not well organized. According to Astin, a national survey revealed four basic structural types:

- 1) Centralized programs tend to place emphasis on an office that directs various support services having a primary objective of supporting instructional programs by providing various skill improvement services to assist target group students in coping with the demands of collegiate education.
- 2) Decentralized programs tend to place their emphasis in key departments (i.e. English, Math, Science, et cetera) or college/schools (i.e. Engineering, Music, Arts and Science, et cetera) as the means of assisting the student.
- 3) Transitional Years programs tend to drive students into a one year course of study by conferring general admittance into the college

or university.

- 4) Prolonged Learning programs are those allowing students to pace themselves in the educational pursuit. Here students can elect to take fewer than average or normal credit load and extend the obtaining of their degree into five years or longer.

The organizational position/structure of special programs was considered to be a variable that would be a problem/issue. One resource (The Challenge To Succeed: Minorities in Higher Education) disclosed that some of the problems incurred by special programs may well be a result of their internal organization.

SUMMARY

This chapter was intended to present an overview of the related literature discovered which concerns the problems/issues of special programs and the relationship of those problems to the variables of recruitment, admissions, and the organizational position within the institution. Initially, an investigation of the literature revealed the creation of special programs for minority group students developed due to the social and educational upheavals of the 1960's.

During the specific literature investigation of special

programs for minority group students in public four year higher education institutions within the State of Michigan, it became apparent that little had been written regarding those programs, and thus the researcher elected to include other information relevant to special programs for minority group students outside of the State of Michigan.

It also became apparent from the literature reviewed that early studies and articles could be both positive and negative regarding the value of special programs for minority group students, as indicated by the information of Stordal (1969) and Williams (1969) and others. The development of such special programs is a fairly recent development and thus the current literature on them is limited. There appears to be a definite vacuum here, especially for the State of Michigan.

While it appears fashionable to give exceptional treatment to minority students and make concentrated efforts to recruit and admit them, current litigation, such as the Bakke decision, has had serious repercussions on special programs for minority group students. Even in this situation, however, the task of higher education was to abide by the tenets of affirmative action.

Although litigation brought changes regarding minority group students and special programs, some changes were occurring before then as cited by Beale (1972), Sedlaced

(1975), Bell (1975), and others. Factors involved in these changes were foundation funding cut-back, attitudinal changes and subjectivity of admissions persons.

The management of special programs was explored as a problem source. The literature indicated some organizational structures generally utilized (Flat and Tall). While one is no better than the other depending upon the condition to be used in, the SEEK Program appears to prefer the Flat Structure.

Special Program organizational position may have been viewed as a problem, but one resource indicates the internal structure within special programs may also be a problem.

Chapter III

METHODOLOGY

Research Design and Procedures

The purpose of this study is to describe the special programs that exist in public four year higher education institutions within the State of Michigan and to test certain hypothesis about those programs. With this goal in mind, a survey form was created to identify not only those institutions with programs, but, additionally, to seek information about which of those special programs could admit and recruit minority persons, and where those programs fell within the organizational structure of the institution.

A pilot survey was tested at a workshop on "The Retention and Recruitment of Minorities" held in Atlanta, Georgia, in November of 1979, and with private and community colleges in the state of Michigan. Those who participated in the pilot testing during the national workshop include the following:

Geraldine Guidry	- Director Special Programs University of Texas at Arlington
Earl Wheatfall	- Director Special Services Virginia Commonwealth University
Earl Farrow	- Director Educational Opportunity

and Special Services
Livingston College, Rutgers
University

William Lindsey - Assistant Dean Opportunity
Programs

Mabel Anderson - Dean General Studies and
Academic Support Programs
Kentucky State University

The local and private and community colleges that participated in the pilot testing were the following:

Albion College - Albion, MI

Shaw College - Detroit, MI

Grand Rapids
Junior College - Grand Rapids, MI

Lake Michigan
Junior College - Benton Harbor, MI

Junior College - Benton Harbor, MI

The pilot appeared adequate to supply the researcher with the needed information from the institutions to be investigated. The researcher also met with the dissertation committee in order to obtain their input regarding the survey form. Following that meeting, it was decided that the form would be sufficient for the task intended, given some minor alterations. This amended survey form with accompanying cover letter can be found in Appendices A-B-C.

The researcher then obtained the names and addresses of all the public four year higher education institutions within the state from the latest edition of the Directory of Michigan Institutions of Higher Education 1976-1977,

produced by the Michigan Department of Education. From that resource the names and addresses of 15 public institutions were obtained and three survey forms were sent to the following persons of those institutions:

Deans/Vice Presidents for Student Affairs

Directors/Coordinators of Special Programs

Two different survey forms were used to obtain the required information. One form, golden in color, was specifically geared toward obtaining information from those persons in the upper level administration (i.e. Deans, Vice-President, Provost). This is the person to whom special programs or Minority Student Services Program directors report. The second form, blue in color, was geared toward obtaining information specifically from those persons directly involved with special programs (i.e. a Director or Coordinator).

The first mailings of the survey to the study population took place in Mid-March 1980. Two institutions responded in early April 1980. Two weeks after receipt of those survey forms, the first follow-up calls were made. By September of 1980, there were still some programs that had not returned their survey forms. Follow-up calls were again made and appointments set to visit those programs to expedite the completion and return of the forms. Thus, the collection time for the survey forms was spread from the

first of April 1980 to the middle of January 1981.

Following the assumption that most institutions would be somewhat frugal with the financial support for special programs, the researcher expected to discover no more than one or two special programs in any one institution. Again, it should be pointed out that the reference to special programs was intended to address only those programs that were recognized institutionally and which received funding from the parent institution. The 15 institutions were sent three survey forms. Thus, a total of 45 forms were sent out. The three forms were: one gold form for upper level administrators; two blue forms for persons directly involved with special programs.

Each upper level administrator was sent a cover letter introducing the researcher and explaining the purpose behind the study, explaining the difference in the colored forms, and requesting his/her assistance in the distribution of the proper form to the proper person and the completion of the gold form. Self-addressed and pre-stamped envelopes were included for the convenience of all the participants.

A waiting period of two weeks was established by the researcher before undertaking any type of follow-up. If the forms were not returned during that two week period, the researcher then made follow-up telephone calls to those specific institutions, offices, or persons to discover the

cause for the delay.

The Population

The population selected for the survey was all the public four year higher education institutions within the State of Michigan which have a special program for minority groups. Care was taken to remain within the definition of special programs given on page 11 of this study, which was:

Special Programs: Those programs/offices intended to assist minority group students in colleges or universities. That assistance may manifest itself in counseling, tutoring, summer academic programs, language development, or cultural awareness events.

The following staff members of the institutions completed the survey questionnaires:

1. Upper level administrators of Special Programs (i.e. Presidents, Vice-Presidents, Deans, or Chairpersons).
2. Directors or Coordinators of Special Programs

Processing the Data

As the survey forms were returned and the information secured it became evident that of the 15 four year public higher education

institutions within the State of Michigan, six (6) had no type of special program for minority group students. Those six (6) institutions were the following:

Ferris State College, Big Rapids, MI

Grand Valley State College, Allendale, MI

Lake Superior State College, Sault Ste. Marie, MI

Michigan Technological University, Houghton, MI

Saginaw Valley State College, University Center, MI

University of Michigan, Dearborn, MI

Those institutions that had a special program for minority group students, at the time of this study, included the following:

Central Michigan University, Mt. Pleasant, MI

Eastern Michigan University, Ypsilanti, MI

Michigan State University, East Lansing, MI

Northern Michigan University, Marquette, MI

Oakland University, Rochester, MI

Wayne State University, Detroit, MI

University of Michigan, Ann Arbor, MI

University of Michigan, Flint, MI

Western Michigan University, Kalamazoo, MI

As the survey forms were returned, they were recorded on separate charts for upper level administrators of special programs and those persons directly related to special programs (i.e. Directors or Coordinators).

The incoming information included the following: (see appendices A,B and C for the complete instrument and the accompanying cover letter).

- | | |
|------------------------------------|-----------------|
| 1. Program identification | questions 1-6 |
| 2. Program description | questions 7-12 |
| 3. Program organizational position | questions 13-16 |
| 4. Program admission ability | questions 17-24 |
| 5. Program recruitment ability | questions 25-31 |
| 6. Program funding | questions 32-33 |
| 7. Problems/issues facing program | questions 34-36 |

The format for recording the additional incoming information relative to the compendium, followed that of the survey, which was:

- 6.1 Name of the institution
- 6.2 Name(s) of the special programs
- 6.3 Name(s) of the contact persons and position
- 6.4 Whether program could admit, or recruit its students
- 6.5 Basic program goals
- 6.6 Program Services available

See appendix D for an example of the completed compendium.

Hypotheses For the Study

It was expected that special programs for minority group students in public four year higher education insti-

tutions within the State of Michigan face some specific problems or issues, and that the variables of recruitment, admission, and organizational position within the institution have some impact upon those programs and their problems or issues. Thus, the hypotheses for this study were:

1. Special Programs for minority group students in public four year higher education institutions within the State of Michigan face particular problems/issues.
2. There is a relationship between the number of problems/issues faced by special programs for minority group students in public four year higher education institutions within the State of Michigan and the variables of recruitment, admissions and organizational position within those institutions.

This study tested these hypotheses by the following method:

Hypothesis 1

Special Programs for minority group students in public four year higher education institutions within the State of Michigan face particular problems/issues.

The above hypothesis was tested with the results provided via a survey form. Upon the discovery that there were 13 special programs for minority group students within public four year higher education institutions, those programs were asked to list what they perceived as problems/issues facing them. The tabulation for the number and type of

problems was the resource which assisted in the discovery of whether the hypothesis was true.

Hypothesis 2

There is a relationship between the problems faced by special programs for minority group students in public four year higher education institutions within the State of Michigan and the variables of recruitment, admissions and organizational position within these institutions.

The above hypothesis was tested using a frequency table which listed the range of problems/issues facing special programs. The variables of recruitment and admission were listed on the frequency table according to the number of "yes" or "no" replies for the range of problems.

The same format was applied for the organizational variable, but with the addition of replies by coded levels. Thus, level one = a President; level two = a Vice-President; level three = a Dean and level four = a Chairperson.

Research questions relative to the development of the resources compendium included the following:

1. Can these special programs for minority group students recruit for the program?
2. Can these special programs for minority group students grant admission to the program?
3. Under whose jurisdiction do these special programs fall?

4. What are the services offered by these special programs?

Summary

The intent of this study is to describe the special programs currently existing within the public four year higher education institutions in the State of Michigan. With that goal in mind, a specific survey form was developed. That survey form was pilot tested in some private and community colleges within the State of Michigan and with random participants of a national workshop on "The Retention and Recruitment of Minority Students" which was held in Atlanta, Georgia, in November of 1979.

Following the return of the pilot test forms, a meeting was held with the dissertation committee of this study to assess the need to make any alterations to obtain the desired information, and to obtain their acceptance of the survey form. It was accepted, after some minor alterations had been made.

The names of the various public four year higher education institutions within the State were obtained from the Directory of Michigan Institutions of Higher Education and the survey forms, along with an explanatory cover letter, were sent to those offices believed to be responsible for or related to special programs for minority group students.

Considering that there are only 15 public four year higher education institutions within the State, the researcher believed sending one gold survey form (for those persons in the upper level administration like Deans, Vice-Presidents, or Provosts) and two blue survey forms (for those persons directly connected with the special programs) would be sufficient to obtain the desired information.

The survey forms, and accompanying cover letters, were mailed out in Mid-March 1980. Responses came in as early as the first week of April 1980 and as late as the middle of January 1981.

A grace period of two weeks was established by the researcher as sufficient time for the survey forms to be returned. Those institutions or offices failing to return the forms within the time frame established were contacted via telephone as a follow-up method to discover the cause for the delay.

The incoming survey form information was listed on a check list format. The outcome of the incoming survey forms will be addressed in the following chapter.

The hypotheses this study sought to discover included the following:

1. Special Programs for minority group students in public four year higher education institutions within the State of Michigan are faced with

particular problems/issues.

2. There is a relationship between the problem/issues faced by special programs for minority group students in public four year higher education within Michigan and the variables of recruitment, admission and organizational position within these institutions.

The above hypotheses were tested via a survey form which requested participants to list the problems/issues facing special programs. That survey also requested the participants to indicate (yes or no) whether their special program was allowed to recruit or admit students to the program. The participants were also requested to indicate where the program fell in the organizational structure of the institution (i.e. Level One, Level Two, Level Three, or Level Four).

CHAPTER IV

FINDINGS OF THE SURVEY

As indicated in the preceding chapter, a survey form was sent out to the 15 public four year higher education institutions within the State of Michigan in order to discover which had or maintained special programs for the minority group students. It was discovered that out of the 15, nine (9) institutions had or maintained such program(s).

In addition to describing those programs, two hypotheses were tested:

1. Special programs for minority group students in public four year higher education institutions within Michigan face particular problems/issues.
2. There is a relationship between the number of problems/issues faced by special programs for minority group students in public four year higher education institutions within Michigan and the variables of recruitment, admissions, and organizational position within those institutions.

Summarized in Table 1 are the reactions/responses to the survey forms by program personnel. Similarly, Table 2 is

the reaction/responses of upper level administrators. Upper level is defined as the following: President, Vice-President, Dean, Chairperson/Director.

TABLE 1

SPECIAL PROGRAM PERSONNEL RESPONSES

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OAKLAND UNIVERSITY
1. CONTACT PERSON(S)	CLEOPHUS MELVIN	JAMES TURNER	A. FLORENCE HARRIS B. FLORENCE MCGLOTHIAN	A. HARRY MATTHEWS B. ROSEMARY SCARDINI	CLEVELAND HURST
2. POSITION	PROGRAM COORDINATOR	ACTING DIRECTOR	A. DIRECTOR B. DIRECTOR	A. ASSISTANT TO DEAN/ DIRECTOR B. DIRECTOR	DIRECTOR
3. INSTITUTION					
4. PROGRAM TITLE	MINORITY STUDENT DEVELOPMENT	OFFICE OF MINORITY AFFAIRS	A. OFFICE OF SPECIAL PROGRAMS B. BLACK AIDS PROGRAM	A. BLACK STUDENT SERVICES B. AMERICAN INDIAN PROGRAM	SPECIAL PROGRAMS
5. OFFICE PHONE	(517) 774-3733	(313) 487-0265	A. (517) 353-5210 B. (517) 353-3780	A. (906) 227-2166 B. (906) 227-2143	(313) 377-3262
6. ADDRESS	304 WARRNER MT. PLEASANT 48859	224 GOODISON HALL YPSILANTI 48197	A. 216E. HOLDEN HALL B. 339 STUDENT SERVICES BUILDING EAST LANSING 48824	A. 403 CONODA ADMIN- ISTRATION BUILDING B. 403 CONODA ADMIN- ISTRATION BUILDING MARQUETTE 49855	118 VANLENNBERG HALL ROCHESTER 48063
7. YEAR BEGAN	1978	1973	A. 1963 B. 1969	A. 1970 B. 1972	1966
8. APPROXIMATE NUMBER UNDERGRADUATES	24	500	A. 100 B. 38	A. 105 B. 150	550
9. APPROXIMATE NUMBER GRADUATES	0	200	A. 40 B. 0	A. 5 B. 4	0
10. APPROXIMATE NUMBER GRADUATED BY PROGRAM	0	1,000	A. 585 B. 300 SERVING AS AIDES	A. 45 B. 125	300
11. PROGRAM GOAL(S)	ACT AS RESOURCE ON MINORITY INFORMATION INCREASE MINORITY STUDENT RETENTION MAINTAIN ACADEMIC DEVELOPMENT PROGRAMS	INCREASE CULTURAL AWARENESS CENTRALIZE INFOR- MATION RELATIVE TO MINORITY STUDENT MAINTAIN EDUCATIONAL SERVICE FOR MINORITY STUDENTS	A. ASSIST WITH ADAPTATION TO UNIVERSITY LIFE INCREASE ACADEMIC SKILLS ASSIST IN MATRICULA- TION THROUGH UNIVER- SITY.	A. ASSIST IN MATRICULATION AND EMPLOYMENT DEVELOPMENT OF POSITIVE SELF IMAGE DEVELOPMENT OF POSITIVE LEADERSHIP SKILLS MAINTAIN CULTURAL AWARENESS PROJECTS	PROVIDE ACADEMIC SERVICE FOR MINORITY STUDENT PROVIDE ACCESS TO HIGHER EDUCATION FOR THE NON-TRADITIONAL STUDENT

TABLE 1 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
1. CONTACT PERSON(S)	A. GEORGE GOODMAN B. MARIGRUTE TORRES OR ANI LIU LYONS	MARIA LEARY	JAMES MOORE	A. RICHARD FEDDEN B. DANNY SILLICE
2. POSITION	A. DIRECTOR B. STUDENT SERVICE ASSOCIATION	ACTING ASSISTANT DIRECTOR	DIRECTOR	A. DIRECTOR B. DIRECTOR
3.				
4. PROGRAM TITLE	A. OPPORTUNITY PROGRAM B. MINORITY STUDENT SERVICE	OFFICE OF SPECIAL PROJECTS/CHALLENGE	PROJECT 350	A. MINORITY STUDENT SERVICE B. MARTIN L. KING (MLK) PROGRAM
5. OFFICE PHONE	A. (313) 763-1283 B. (313) 763-4148	(313) 762-3250	(313) 577-1994	A. (616) 383-2204 B. (616) 383-4079
6. ADDRESS	A. 3056 ADMINISTRATION BUILDING B. 2205 MICHIGAN UNION ANN ARBOR, 48109	237 CROB BUILDING FLINT 48503	5229 CASS RM 215 DETROIT 48202	A. 213 ELLSWORTH HALL B. 209 ELLSWORTH HALL KALAMAZOO 49008
7. YEAR BEGAN	A. 1964 B. NO RESPONSE	1969	1968	A. 1966 B. 1968
8. APPROXIMATE NUMBER UNDERGRADUATES	A. 1,100 B. NO RESPONSE	150	900	A. 0 B. 120
9. APPROXIMATE NUMBER GRADUATES	A. 0 B. 0	0	0	A. 0 B. 0
10. APPROXIMATE NUMBER GRADUATED BY PROGRAM	A. 900 B. 0	80	500	A. 0 B. NO RESPONSE
11. PROGRAM GOAL(S)	A. PROVIDE ACADEMIC ASSISTANCE ASSIST IN COMPLETION OF ACADEMIC PROGRAM DEVELOPMENT OF IMPROVED RESEARCH MODEL	LOCATE AND IDENTIFY STUDENTS WITH NATIVE SKILLS/ABILITIES ASSIST IN DEVELOPMENT OF THOSE SKILLS NECESSARY FOR MATRICULA- TION	PROVIDE AVENUE FOR ADMISSION SEEK TO RETAIN AND GRADUATE THOSE STUDENTS WITH PROVEN ACADEMIC SKILLS	A. INCREASE MINORITY STUDENT ENROLLMENT INCREASE MINORITY STUDENT LEADERSHIP INCREASE RETENTION RATE OF MINORITY STUDENTS INCREASE MATRICULATION RATE OF MINORITY STUDENTS

TABLE 1 CONTINUED

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OWLAND UNIVERSITY
11. PROGRAM COAL(S) -CONTINUED			<p>B. ASSIST WITH ADAPTATION TO UNIVERSITY LIFE</p> <p>ASSIST IN ADJUSTMENT TO RESIDENT HALL EXISTENCE</p> <p>PROVIDE INFORMATION REGARDING UNIVERSITY SERVICES TO ASSIST MINORITY STUDENT RETENTION</p>	<p>B. INCREASE/ENHANCE AMERICAN INDIAN CULTURAL AWARENESS PROJECTS</p> <p>PROVIDE NEEDED ACADEMIC SUPPORT SYSTEMS</p> <p>INCREASE CAREER AND EMPLOYMENT OPPORTUNITIES OF AMERICAN INDIAN STUDENTS</p>	
12. PROGRAM SERVICE	ACADEMIC ADVISEMENT PROBLEM SOLVING TECH- NIQUES CULTURAL/SOCIAL ADJUSTMENT	MINORITY INFORMATION RESOURCE CULTURAL ENRICHMENT	<p>A. TUTORIAL, COUNSELING ACADEMIC ASSISTANCE</p> <p>B. COUNSELING ACADEMIC SUPPORT CULTURAL ADJUSTMENT</p>	<p>A. SUMMER ACADEMIC PROGRAM COUNSELING ACADEMIC ADVISEMENT TUTORIAL</p> <p>B. SUPPORT SERVICES VOCATIONAL COUNSELING OUTREACH SERVICE</p>	ACADEMIC PROGRAM SUMMER ACADEMIC PROGRAM COUNSELING TUTORIAL
ORGANIZATIONAL					
13. IMMEDIATE SUPERVISOR	VICE PRESIDENT STUDENT AFFAIRS	ASSOCIATE VICE PRESIDENT STUDENT AFFAIRS	<p>A. ASSISTANT PROVOST STUDENT AFFAIRS</p> <p>B. DIRECTOR MINORITY STUDENT AFFAIRS</p>	<p>A. DEAN OF STUDENTS</p> <p>B. DEAN OF STUDENTS</p>	DEAN OF STUDENTS
14. ABOVE SUPERVISOR REPORTS TO	PRESIDENT	ASSISTANT VICE PRESIDENT STUDENT AFFAIRS	<p>A. PROVOST</p> <p>B. VICE PRESIDENT STUDENT AFFAIRS</p>	<p>A. VICE PRESIDENT STUDENT AFFAIRS</p> <p>B. VICE PRESIDENT STUDENT AFFAIRS</p>	VICE PRESIDENT STUDENT AFFAIRS
15. PROGRAM(S) REPORTING TO IMMEDIATE SUPER- VISOR	NO RESPONSE	FOREIGN STUDENT CAREER PLANNING	<p>A. ORIENTATION ACADEMIC ADVISING UNDERGRADUATE OFFICE GENERAL EDUCATION NATIONAL PANELINIC HANDICAPPED UPWARD BOUND ADMISSIONS</p> <p>B. VICE PRESIDENT ACADEMIC AFFAIRS STUDENT AFFAIRS</p>	<p>STUDENT ACTIVITIES ORIENTATION AMERICAN INDIAN RESIDENT HALL BLACK STUDENT SERVICE</p>	UNDERGRADUATE ADVISING CAREER DEVELOPMENT VETERANS RECORDS
16. DIVISION OVER PROGRAM(S)	STUDENT AFFAIRS	STUDENT AFFAIRS	<p>A. VICE PRESIDENT ACADEMIC AFFAIRS STUDENT AFFAIRS</p>	STUDENT AFFAIRS	STUDENT AFFAIRS

TABLE 1 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
11. PROGRAM GOAL(S) -CONTINUED	B. AID UNIVERSITY IN RECOGNIZING BIASED POLICIES IDENTIFY, EVALUATE AND IMPROVE MINORITY SERVICES COLLECT AND CENTRALIZE INFORMATION RELATIVE TO MINORITY STUDENTS SERVICE AS LIAISON TO HELP MINORITY STUDENTS WITH PROBLEM SOLVING			B. PROVIDE AVENUE TO HIGHER EDUCATION FOR THE STUDENT WITH POTENTIAL PREPARE STUDENTS TO ADJUST TO COLLEGE ENVIRONMENT PROVIDE SUPPORTIVE SERVICE TO ENABLE STUDENT TO DEVELOP NEEDED ACADEMIC SKILLS
12. PROGRAM SERVICE	ACADEMIC ADVISEMENT COUNSELING TUTORIAL	ACADEMIC ADVISEMENT COUNSELING TUTORIAL	SUMMER ACADEMIC PROGRAM COUNSELING TUTORIAL	A. CURRICULUM SELECTION MINORITY RESOURCES STUDENT ORGANIZATIONAL ADVISEMENT B. SUMMER ACADEMIC PROGRAM TUTORIAL COUNSELING ACADEMIC ADVISEMENT VOCATIONAL/PERSONAL TESTING
ORGANIZATIONAL				
13. IMMEDIATE SUPERVISOR	A. ASSOCIATE VICE PRESIDENT ACADEMIC AFFAIRS B. DIRECTOR COMMUNITY SERVICE	DEAN OF STUDENT SERVICE	DIRECTOR OF SPECIAL SERVICES	A. ASSISTANT TO VICE PRESIDENT ACADEMIC AFFAIRS B. " "
14. ABOVE SUPERVISOR REPORTS TO	A. VICE PRESIDENT ACADEMICS B. VICE PRESIDENT STUDENT SERVICES	ASSISTANT DEAN OF STUDENT SERVICES	VICE PRESIDENT STUDENT AFFAIRS	A. VICE PRESIDENT ACADEMIC AFFAIRS B. VICE PRESIDENT ACADEMIC AFFAIRS
15. PROGRAM(S) REPORTING TO IMMEDIATE SUPER- VISOR	A. EXTENSION SERVICE CENTER FOR WOMEN SERVICE INSTITUTE PUBLIC POLICY STUDIES LABOR AND INDUSTRIAL RELATIONS	ADMISSION REGISTRAR FINANCIAL AID COUNSELING SERVICE	VETERANS UPWARD BOUND HIGHER EDUCATION OPPORTUNITY	CENTER FOR EDUCATIONAL OPPORTUNITY UPWARD BOUND MSS MLK ALPHA
16. DIVISION OVER PROGRAM(S)	A. ACADEMIC AFFAIRS B. STUDENT SERVICES	STUDENT SERVICES	STUDENT SERVICES	ACADEMIC AFFAIRS

TABLE 1 CONTINUED

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OAKLAND UNIVERSITY
ADMISSIONS					
17. CAN PROGRAM(S) ADMIT?	NO	NO	A. NO B. NO	A. NO B. NO	YES
18. WHO DOES ADMIT?	STUDENT AFFAIRS OFFICE	ADMISSIONS OFFICE	ADMISSIONS OFFICE	ADMISSIONS OFFICE	NO RESPONSE
19. IF YES TO NUMBER 17, LIST STEPS					APPLY, HAVE RECOMMENDATION, INTERVIEW, ACT SCORES
20. CAN PROGRAM(S) DISMISS STUDENTS?	NO	NO	A. NO B. NO	A. YES B. NO	YES
21. IF NO TO NUMBER 20, WHO CAN?	STUDENT AFFAIRS	DEAN OF STUDENTS	A. DEAN'S OFFICE B. NO RESPONSE	A. DEAN OF STUDENTS B. DEAN OF STUDENTS	NO RESPONSE
22. IF YES TO NUMBER 20, LIST STEPS				A. CONTACT BY DIRECTOR OR ASSISTANT DIRECTOR INTERVIEW, CONTACT WITH DEAN OF STUDENTS B. CONTACT BY DIRECTOR OR ASSISTANT DIRECTOR INTERVIEW, CONTACT WITH DEAN OF STUDENTS	FOUR STEPS OF ACADEMIC PERFORMANCES REVIEWED, THEN STUDENT HAS APPEAL RIGHTS
23. DO PROGRAM(S) HAVE ENTRY TO ADMISSION PROCESS?	NO	YES	A. YES B. NO	A. YES B. YES	YES
24. CAN PROGRAM(S) RE-ADMIT STUDENTS?	NO	NO	A. NO B. NO	A. NO RESPONSE B. NO	NO
RECRUITMENT					
25. DO PROGRAM(S) RECRUIT? NO		NO	A. NO B. YES	A. YES B. YES	NO
26. IF NO, WHO DOES?	ADMISSIONS OFFICE	NO RESPONSE	A. ADMISSIONS OFFICE B. ADMISSIONS OFFICE	A. NO RESPONSE B. NO RESPONSE	ADMISSIONS OFFICE
27. IF YES, LIST ACTIVITIES					
28. DO PROGRAM(S) RECRUIT NO FOR INSTITUTION?		YES	A. NO B. NO	A. NO B. YES	NO

TABLE 1 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
ADMISSIONS				
17. CAN PROGRAM(S) ADMIT?	A. NO B. NO	YES	NO	A. NO B. YES
18. WHO DOES ADMIT?	NO RESPONSE	NO RESPONSE	ADMISSIONS OFFICE	ADMISSIONS OFFICE
19. IF YES TO NUMBER 17, LIST STEPS		APPLY, MARGINAL GPA, ATTEND 6 WEEK SUMMER AND COMPLETE		APPLY THROUGH ADMISSIONS OFFICE, HAVE MARGINAL GPA, ATTEND 7 1/2 WEEK SUMMER SESSION
20. CAN PROGRAM(S) DISMISS STUDENTS?	A. NO B. NO	NO	NO	A. NO B. YES
21. IF NO TO NUMBER 20, WHO CAN?	A. COLLEGES B. DEPARTMENTS	NO RESPONSE	COLLEGE OF LIBERAL ARTS EXCLUSION COMMITTEE	A. ADMISSIONS OFFICE
22. IF YES TO NUMBER 20, LIST STEPS				B. STUDENT NOTIFIED BY LETTER, ONE SENT TO REGISTRAR AND STUDENT IS SENT HOME
23. DO PROGRAM(S) HAVE INPUT TO ADMISSION PROCESS?	A. YES B. NO	YES	YES	A. NO B. NO
24. CAN PROGRAM(S) RE-ADMIT STUDENTS?	A. NO B. NO RESPONSE	NO	NO	A. NO B. NO
RECRUITMENT				
25. DO PROGRAM(S) RECRUIT?	A. NO B. NO RESPONSE	YES	NO	A. YES B. NO
26. IF NO, WHO DOES?	A. ADMISSIONS OFFICE B. ADMISSIONS OFFICE	NO RESPONSE	ADMISSIONS OFFICE	B. ADMISSIONS OFFICE AND MINORITY STUDENT SERVICES OFFICE
27. IF YES, LIST ACTIVITIES		HIGH SCHOOL VISITS CHURCH VISITS, OPEN HOUSE COLLEGE NIGHTS		A. HIGH SCHOOL VISITS, CHURCH VISITS, COLLEGE DAY, COLLEGE NIGHTS, MAILING LIST
28. DO PROGRAM(S) RECRUIT FOR INSTITUTION?	A. NO B. NO RESPONSE	NO RESPONSE	NO	A. YES B. NO

TABLE 1 CONTINUED

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OAKLAND UNIVERSITY
29. IF NO, WHO DOES?	ADMISSIONS OFFICE		A. ADMISSIONS OFFICE B. NO RESPONSE	A. NO RESPONSE B. NO RESPONSE	ADMISSIONS OFFICE
30. IF YES, LIST ACTIVITIES		NO RESPONSE		B. HIGH SCHOOLS	
31. DO PROGRAM(S) HAVE LITERATURE?	YES	YES	A. YES B. YES	A. YES B. NO	YES
32. HARD MONEY (INSTITUTION)	NO RESPONSE	HARD	A. HARD B. NO RESPONSE	A. HARD B. HARD	NO RESPONSE
33. SOFT MONEY (FEDERAL)	NO RESPONSE	NO RESPONSE	A. SOFT B. NO RESPONSE	A. NO RESPONSE B. NO RESPONSE	SOFT
34. LIST PROBLEMS FACING SPECIAL PROGRAM	NO RESPONSE	INSUFFICIENT STAFF INSUFFICIENT FUNDS	A. STUDENTS SEEKING SUPPORT TOO LATE B. NO RESPONSE	A. OVER EXTENSION OF LIMITED PERSONNEL B. INSUFFICIENT STAFF CHARGED WITH DISRE- LATED TASKS	INSTITUTIONAL PERCEPTIONS MINIMAL FUNDING STAFF LONGEVITY
35. WHY PROBLEMS EXIST?	NO RESPONSE	INSTITUTIONS VIEWPOINT	A. PROGRAM IS VOLUNTARY B. NO RESPONSE	A. LIMITED FUNDS B. DECISION MAKE US HAVE OTHER PRIORITIES	INSTITUTIONAL LEADERSHIP
36. RECOMMENDATIONS FOR PROBLEMS		RE-EVALUATION OF PROGRAM NEEDS	A. CHANGE PROGRAM TO MANDATORY SERVICE B. NO RESPONSE	A. MORE SERVICES FOR BLACK STUDENTS SHARED BY OTHER DEPARTMENTS B. INCREASED CONCENTRATION ON AFRICAN INDIAN ACTIVITIES	GREATER ORIENTATION TO MINORITY NEEDS CHANGE IN INSTITUTIONAL LEADERSHIP AND PERCEPTIONS

TABLE 1 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
29. IF NO, WHO DOES?	A. ADMISSIONS OFFICE B. ADMISSIONS OFFICE	NO RESPONSE	ADMISSIONS OFFICE	B. ADMISSIONS OFFICE AND MINORITY STUDENT SERVICES OFFICE
30. IF YES, LIST ACTIVITIES				A. HIGH SCHOOL VISITS, CHURCH VISITS, MAILING LIST
31. DO PROGRAM(S) HAVE LITERATURE?	A. YES B. YES	YES	YES	A. YES B. YES
32. HARD MONEY (INSTITUTION)	A. HARD B. NO RESPONSE	HARD	HARD	A. HARD B. HARD
33. SOFT MONEY (FEDERAL)	A. NO RESPONSE B. NO RESPONSE	NO RESPONSE	SOFT	
34. LIST PROBLEMS FACING SPECIAL PROGRAM	A. INSUFFICIENT FUNDS INSUFFICIENT STAFF B. INSUFFICIENT FUNDS INSUFFICIENT STAFF POSSIBLE LOSS OF PROGRAM POSITION	CUTBACK IN STAFF- MATERIALS	INSUFFICIENT FUNDS	A. LACK OF CONCERNED INSTITUTION SUPPORT INSUFFICIENT FUNDS DIMINISHING POOL OF MINORITY STUDENTS B. INSUFFICIENT PROFESSIONAL STAFF
35. WHY PROBLEMS EXIST?	A. STATE BUDGET B. LOSS OF GOVERNMENT APPROPRIATIONS	ECONOMY STATE FUNDS DIMINISHING	FEDERAL CUTBACKS	A. ECONOMY OF STATE AND INSTITUTION FRACTIONIZATION OF SERVICES DECREASE IN FAMILY SIZE B. ECONOMY
36. RECOMMENDATIONS FOR PROBLEMS	A. INCREASE WORK FOR PROGRAM SUPPORT INCREASE WORK FOR FUNDS B. INCREASE SENSITIVITY BY INSTITUTION FOR MINORITIES MORE ATTENTION TO IMPORTANCE OF MINORITY PROGRAMS HALTING HISTORICAL INJUSTICE TO MINORITIES	NO RESPONSE	COMPARE POLICY AT FEDERAL LEVEL FOR FUNDING	A. IMPROVEMENT OF ECONOMIC FOUNDATION INSTITUTION OF RETENTION TEAMS TO RETAIN MINORITY STUDENTS CONSIDERATION GIVEN TO OUT-OF-STATE RECRUITMENT PROGRAM B. INCREASED COMMITMENT TO HIGHER EDUCATION BY STATE INCREASED DOCUMENTATION OF PROGRAM VALUE

TABLE 2

UPPER LEVEL ADMINISTRATOR RESPONSES

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OKLAND UNIVERSITY
1. CONTACT PERSON	JAMES HILL	LORE MCLEAN	JAMES HAMILTON	NORMAN HECKE	MANUAL PIERSON
2. POSITION	VICE PRESIDENT STUDENT AFFAIRS	ASSOCIATE VICE PRESIDENT STUDENT AFFAIRS	ASSISTANT PROVOST UNDERGRADUATE EDUCATION	DEAN OF STUDENTS	DEAN OF STUDENTS
3. YEARS IN POSITION	5 YEARS	10 YEARS	9 YEARS	1 1/2 YEARS	7 YEARS
4. ADDRESS	152 KARRIMER HALL MT PLEASANT, MI 48859	GOODISON HALL YPSILANTI, MI 48197	276 BESSEY HALL EAST LANSING, MI 48824	COLONY BUILDING MARQUETTE, MI 49853	134 N. FOUNDATION HALL ROCHESTER, MI 48063
5. PHONE	(517) 774-3018	(313) 487-0220	(517) 355-4738	(906) 227-1700	(313) 377-3200
6. SPECIAL PROGRAM(S) SUPERVISED	A. MINORITY STUDENT DEVELOPMENT PROGRAM B. ACADEMIC ASSISTANCE PROGRAM	MINORITY AFFAIRS OFFICE	SPECIAL SERVICES	A. BLACK STUDENT SERVICES PROGRAM B. AMERICAN INDIAN PROGRAM	A. SPECIAL SERVICES B. LEWARD BOARD
7. APPROXIMATE TOTAL NUMBER OF UNDERGRADUATES CURRENTLY IN PROGRAM(S)	A. 431 B. 50	14,000	35,000	385	12,000
8. APPROXIMATE TOTAL NUMBER OF GRADUATES CURRENTLY IN PROGRAM(S)	0	5,000	10,000	5	NO RESPONSE
9. YEAR PROGRAM(S) BEGAN	A. 1978 B. 1980	NO RESPONSE	1973	A. 1970 B. 1972	NO RESPONSE
10. OFFICE GOAL(S)	ACADEMIC DEVELOPMENT AND RECRUITMENT	PROVIDE LEADERSHIP DEVELOPE PROFESSIONALISM PROMOTE ACCOMPLISHMENT OF GOALS SERVE VICE PRESIDENT	COORDINATION OF UNDERGRADUATE PROGRAMS	RECRUITMENT OF STUDENTS WITH ACADEMIC POTENTIAL ORIENTATION/ADVISMENT CULTURAL AWARENESS	ADMINISTER NON-INSTRUCTIONAL SUPPORT PROGRAM AND ACADEMIC POLICY
11. SERVICES PROVIDED BY OFFICE	PEER COUNSELING, ADVISING, CULTURAL PROGRAMS, STUDY SKILLS, READING, TUTORIAL	LEADERSHIP, DIRECTION, CONSULTATION	ADMISSION, ACADEMIC ADVISEMENT, TUTORIAL, PLACEMENT, ORIENTATION, TESTING, LANGUAGE SKILLS FUNDING	TUTORIAL, PROBLEM SOLVING, ADVISEMENT, STUDENT ACTIVITY	NO RESPONSE
12. ANNUAL COST FOR SERVICES	2.2 MILLION	76,000	12,000	96,000	NO RESPONSE

TABLE 2 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
1. CONTACT PERSON	RICHARD ENGLISH	JOHN MCCRAY	WILLIAM MARKUS	GRISelda GORDON
2. POSITION	ASSOCIATE VICE PRESIDENT ACADEMIC OFFICE	DEAN OF STUDENTS	VICE PRESIDENT STUDENT AFFAIRS	ASSISTANT TO VICE PRESIDENT ACADEMIC AFFAIRS/DIRECTOR OF SPECIAL PROGRAMS (ACTING)
3. YEARS IN POSITION	6 YEARS	6 MONTHS	1 YEAR	6 MONTHS
4. ADDRESS	3080 ADMINISTRATION BLDG ANN ARBOR, MI 48109	237 CROB BUILDING FLINT, MI 48503	573 STUDENT CENTER BLDG DETROIT, MI 48202	2313 ADMINISTRATION BLDG KALAMAZOO, MI 49008
5. PHONE	(313) 763-1262	(313) 762-3251	(313) 577-1992	(616) 383-4996
6. SPECIAL PROGRAM(S) SUPERVISED	A. SUPPORT PROGRAM B.	A. SPECIAL PROJECT B. HEAD/BODY COUNSEL	A. PROJECT 350 B. VETERANS OPPORTUNITY C. UPWARD BOUND	SPECIAL PROGRAMS
7. APPROXIMATE TOTAL NUMBER OF UNDERGRADUATES CURRENTLY IN PROGRAM(S)	21,800	NO RESPONSE	2,900	150
8. APPROXIMATE TOTAL NUMBER OF GRADUATES CURRENTLY IN PROGRAM(S)	10,000	NO RESPONSE	0	25
9. YEAR PROGRAM(S) BEGAN	A. 1964 B. 1975 C. 1970	A. 1969 B. 1970	A. 1968 B. 1973 C. NO RESPONSE	1968
10. OFFICE GOAL(S)	COORDINATION SERVICE TO MINORITY STUDENTS PROVIDE ACADEMIC SUPPORT PRODUCE REPORT ON MINORITY ENROLLMENT - RETENTION	NO RESPONSE	PROVIDE ADMISSION, RETENTION AND GRADUATION OF EDUCATIONALLY OR ECONOMICALLY DISADVANTAGED THROUGH MATRICULATION	RECRUITMENT AND SUPPORT OF MINORITY STUDENTS
11. SERVICES PROVIDED BY OFFICE	COORDINATION OF ALL SERVICE AREAS	ASSISTANCE AND DIRECTION TO OFFICES	NO RESPONSE	CONSULTATION, ACADEMIC ADVISEMENT TUTORIAL, SHORT-TERM STUDENT LOANS
12. ANNUAL COST FOR SERVICES	50,000	NO RESPONSE	NO RESPONSE	200,000

TABLE 2 CONTINUED

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OAKLAND UNIVERSITY
ORGANIZATIONAL					
12. IMMEDIATE SUPERVISOR	PRESIDENT	VICE PRESIDENT STUDENT AFFAIRS	PROVOST	VICE PRESIDENT STUDENT AFFAIRS	VICE PRESIDENT ACADEMIC AFFAIRS
13. SUPERVISOR REPORTS TO	BOARD OF TRUSTEES	PRESIDENT	PRESIDENT	PRESIDENT	PRESIDENT
14. PROGRAM(S) REPORTING TO YOU	MINORITY DEVELOPMENT ORIENTATION DISCIPLINE COUNSELING HEALTH AUXILIARY	OUTER PLANNING PLACEMENT ADMISSION MINORITY AFFAIRS FOREIGN STUDENTS VETERANS	ADMISSION LEARNING RESOURCES CENTER UPWARD BOND	ORIENTATION RESIDENCE HALL FOREIGN STUDENTS STUDENT ACTIVITY	NO RESPONSE
15. DIVISION UNDER ADMISSION	STUDENT AFFAIRS	STUDENT AFFAIRS	ACADEMIC AFFAIRS	STUDENT AFFAIRS	ACADEMIC AFFAIRS
16. DO PROGRAM(S) ADMIT? NO		YES	NO	NO	NO
17. IF NO, WHO DOES?	ADMISSIONS OFFICE	NO RESPONSE	ADMISSIONS OFFICE COLLEGES	ADMISSIONS OFFICE	ADMISSIONS OFFICE
18. CAN YOUR PROGRAM(S) NO RE-ADMIT?		NO	NO	NO	NO
19. IF NO, WHO CAN?	STUDENT AFFAIRS	ACADEMIC SERVICES	UNDERGRADUATE UNIVERSITY DIVISION	ACADEMIC ADVISING	RE-ADMISSIONS OFFICE
20. IF YES, WHAT IS PROCESS?			YES	YES (LIMITED)	YES
21. DOES YOUR OFFICE HAVE YES INPUT IN ADMISSION PROCESS?		YES			
RECRUITMENT					
22. DOES YOUR OFFICE NO RECRUIT?		NO	NO	YES	NO
23. IF YES WHAT IS METHOD?				NO RESPONSE	

TABLE 2 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
12. IMMEDIATE SUPERVISOR VICE PRESIDENT ACADEMIC AFFAIRS OFFICE	VICE PRESIDENT ACADEMIC AFFAIRS OFFICE	VICE PRESIDENT	PRESIDENT	VICE PRESIDENT ACADEMIC AFFAIRS OFFICE
13. SUPERVISOR REPORTS TO	PRESIDENT	CHANCELLOR	BOARD OF GOVERNORS	PRESIDENT
14. PROGRAM(S) REFERRING TO YOU	ADMISSIONS FINANCIAL AID ORIENTATION CONTINUING EDUCATION LABOR INDUSTRIAL RELATIONS	NO RESPONSE	WOMEN'S CENTER STUDENT ACTIVITIES INTERNATIONAL STUDENTS PLACEMENT COUNSELING	SPECIAL PROGRAMS
15. DIVISION UNDER ADMISSION	ACADEMIC AFFAIRS	NO RESPONSE	STUDENT SERVICES	ACADEMIC AFFAIRS
16. DO PROGRAM(S) ADMIT? NO		YES	NO	NO
17. IF NO, WHO DOES?	ADMISSIONS OFFICE	NO RESPONSE	ADMISSIONS OFFICE	ADMISSIONS OFFICE
18. CAN YOUR PROGRAM(S) RE-ADMIT?	YES	YES	NO	NO
19. IF NO, WHO CAN?	ADMISSIONS OFFICE	NO RESPONSE	COLLEGE OF LIBERAL ARTS	ADMISSIONS OFFICE DEAN OF COLLEGE
20. IF YES, WHAT IS PROCESS?	CONTACT UNDERGRADUATE ADMISSIONS OFFICE	COMPLETE RE-ADMIT FORM, GIVE TO ADMISSIONS OFFICE FOR ASSESSMENT		
21. DOES YOUR OFFICE HAVE NO IMPACT IN ADMISSION PROCESS?		NO RESPONSE	YES	NO RESPONSE
22. DOES YOUR OFFICE RECRUIT?	NO RESPONSE	NO RESPONSE	NO	YES
23. IF YES, WHAT IS METHOD?				HIGH SCHOOL VISITATIONS, JUNIOR AND COMMUNITY COLLEGE VISITATIONS

TABLE 2 CONTINUED

	CENTRAL MICHIGAN UNIVERSITY	EASTERN MICHIGAN UNIVERSITY	MICHIGAN STATE UNIVERSITY	NORTHERN MICHIGAN UNIVERSITY	OAKLAND UNIVERSITY
24. IF NO, WHO DOES RECRUIT?	ADMISSIONS OFFICE	ADMISSIONS OFFICE	ADMISSIONS OFFICE COLLEGES	NO RESPONSE	ADMISSIONS OFFICE
25. DO YOU HAVE LITERATURE ON OFFICE?	BEING DEVELOPED	NO	YES	YES	NO
26. DO STAFF FROM YOUR OFFICE RECRUIT?	NO	NO	NO	YES	NO RESPONSE
FUNDING					
27. HOW IS OFFICE FUNDED?	INSTITUTION	INSTITUTION	INSTITUTION AND GRANTS	INSTITUTION AND GRANTS	INSTITUTION
28. PERCENT OF FUNDING USED FOR SCHOLARSHIP	0	NO RESPONSE	0	24	NO RESPONSE
29. PERCENT OF FUNDING USED FOR RESOURCES	0	NO RESPONSE	0	10	NO RESPONSE
30. PERCENT OF FUNDING USED FOR CULTURAL EVENTS	5	NO RESPONSE	0	10	NO RESPONSE
31. PERCENT OF FUNDING USED FOR PROGRAM DEVELOPMENT	2	NO RESPONSE	0	43	NO RESPONSE
32. PERCENT OF FUNDING USED FOR PROGRAM EVALUATION	2	NO RESPONSE	2.4	2	NO RESPONSE
33. PERCENT OF FUNDING USED FOR RECRUITMENT	0	NO RESPONSE	0	2	NO RESPONSE
34. PERCENT OF FUNDING USED FOR SUPPLIES	5	NO RESPONSE	8	5	NO RESPONSE
35. PERCENT OF FUNDING USED FOR OTHER	0	NO RESPONSE	80 PERSONNEL	4	NO RESPONSE

TABLE 2 CONTINUED

	UNIVERSITY OF MICHIGAN ANN ARBOR	UNIVERSITY OF MICHIGAN FLINT	WAYNE STATE UNIVERSITY	WESTERN MICHIGAN UNIVERSITY
24. IF NO, WHO DOES RECRUIT?	ADMISSIONS OFFICE	NO RESPONSE	ADMISSIONS OFFICE	
25. DO YOU HAVE LITERATURE ON OFFICE?	YES	NO RESPONSE	YES	YES
26. DO STAFF FROM YOUR OFFICE RECRUIT?	NO	NO RESPONSE	NO	YES
FUNDING				
27. HOW IS OFFICE FUNDED?	INSTITUTION	GRANT	INSTITUTION AND GRANTS	INSTITUTION AND PRIVATE
28. PERCENT OF FUNDING USED FOR SCHOLARSHIP	79	NO RESPONSE	NO RESPONSE	NO RESPONSE
29. PERCENT OF FUNDING USED FOR RESOURCES	0	NO RESPONSE	2	10
30. PERCENT OF FUNDING USED FOR CULTURAL EVENTS	0	NO RESPONSE	1	20
31. PERCENT OF FUNDING USED FOR PROGRAM DEVELOPMENT	5	NO RESPONSE	0	30
32. PERCENT OF FUNDING USED FOR PROGRAM EVALUATION	0	NO RESPONSE	0	0
33. PERCENT OF FUNDING USED FOR RECRUITMENT	15	NO RESPONSE	0	40
34. PERCENT OF FUNDING USED FOR SUPPLIES	0	NO RESPONSE	19	0
35. PERCENT OF FUNDING USED FOR OTHER	1	NO RESPONSE	78 PERSONNEL	0

All 15 public four year higher education institutions were contacted and a total of three (3) survey forms sent to each. Six (6) returned either the survey form or a formal letter indicating their institution maintained no such special program for minority group students. The other nine (9) institutions indicated they did have some type of special program for minority group students. It was discovered there are 13 special programs currently existing among the nine (9) institutions.

Because part of this study was focused on the variables of problems/issues, recruitment, admission, and organizational structure, these variables will be addressed separately. This is followed by references to other items of information covered through the survey.

Problems/issues faced by the special programs for minority group students appear to fall into one of the following categories: 1) lack of funds; 2) lack of personnel to effectively handle the task and 3) insensitivity by the decision-makers of the institution to the purpose behind special programs.

Of the 13 programs reporting, six (6) indicated insufficient funding as a problem facing their programs. Seven (7) reported understaffing/insufficient staffing as a problem facing their program. Two (2) cited insensitivity of

decision-makers towards their program as a problem, and two (2) programs failed to report their perception of the problems facing their programs.

Other problems which did not fall into the categories previously mentioned included: 1) students seeking special programs support too late; 2) possible loss of the program entirely; and 3) the declining number of minority group students seeking entry into four year higher education institutions.

Is the program authorized to recruit its students? Of the 13 programs, five (5) indicated "yes", seven (7) indicated "no", and one (1) program failed to reply.

Is the program authorized to admit its students? Of the 13 programs, three (3) indicated "yes", and ten (10) indicated "no".

Under whose jurisdiction does the program fall? Eight (8) of the programs indicated Student Services Office with three (3) indicating the Academic Affairs Office. One program reported to a Provost; one reported to a Director of Community Services, and one reported to a Director of Special Services.

Cross tabulations of the number of problems identified for a program with recruitment ability are shown in Table 3 on the following page.

TABLE 3

CROSS TABULATIONS OF RECRUITMENT ABILITY WITH
THE NUMBER OF REPORTED PROBLEMS/ISSUES

Range Of Problems/Issues	Can Recruit		Cannot Recruit	
	f	Row %	f	Row %
0	f = 1	Row % = 50 Column % = 20 % of Total = 8	f=1	Row % = 50 Column % = 14 % of Total = 8
1	f=3	Row % = 50 Column % = 60 % of Total = 25	f=3	Row % = 50 Column % = 60 % of Total = 25
2	f=0	Row % = 0 Column % = 0 % of Total = 0	f=2	Row % = 100 Column % = 29 % of Total = 17
3	f=1	Row % = 50 Column % = 20 % of Total = 8	f=1	Row % = 50 Column % = 14 % of Total = 8

0* = no response given
f = frequency

Column F = 5
Column % = 42

Column F = 7
Column % = 58

12 = F

It appears that there is no relationship between the number of problems identified and the ability to recruit students; however, the number of programs analyzed was too small to run statistical tests.

With reference to the number of problems/issues faced by the 13 programs reporting, it appeared that they were minor and spanned a range of zero up to three. The expectation had been to find a close relationship between the number of problems/issues experienced by the programs and their ability to recruit, admit, and their organizational position within the institutional structure. This expectation was not supported by the data.

Noting the total number of programs that responded (12) and the total of those that were not able to recruit (5), there appears to be about an even split between the programs that can recruit and those that cannot. This can be seen in Table 3 (Cross Tabulations of Recruitment Ability With The Number of Problems/Issues And Recruitment Abilities).

There is no observable relationship between those programs listing more problems/issues and the ability to recruit, as shown in that same table. The highest number of problems/issues was three (3) and yet the frequency of programs indicating whether they did or did not have the ability to recruit minority group students was one (1) each.

Similiarly, the lowest number of problems/issues was one (1) and the frequency of programs whether they did or did not have the ability to recruit was three (3) each.

Moving to the next variable of admission, Table 4 (Cross Tabulations of Admissions Ability With The Number Of Problem/Issues) demonstrated a greater difference between the number of problems/issues and admission abilities.

Noting the total number of programs that responded (13) and the total number of programs that cannot admit minority group students (ten) and the total number of programs that can admit (three), one can recognize the imbalance between programs and this variable.

Those programs that fell within the high problem/issues area, (meaning having identified three (3) problems), had moderate frequency responses in being unable to admit. Those programs that fell within the low problem/issue area, (meaning having identified one (1) problem), had the highest frequencies (i.e. four (4) unable to admit and two (2) able to admit).

Thus, from an inspection of Table 4, on the following page, it appears there is no observable relationship between the number of problems/issues and the ability to admit students to those programs.

TABLE 41

CROSS TABULATIONS OF ADMISSIONS ABILITY WITH
THE NUMBER OF REPORTED PROBLEMS/ISSUES

Range Of Problems	Can Admit		Cannot Admit	
	f=0 Row % = 0 Column % = 0 % of Total = 0	f=2 Row % = 33 Column % = 67 % of Total = 15	f=2 Row % = 100 Column % = 20 % of Total = 15	f=2 Row % = 100 Column % = 20 % of Total = 15
0				Row f = 2 Row % = 15
1			f=4 Row % = 67 Column % = 40 % of Total = 31	Row f = 6 Row % = 46
2	f=0 Row % = 0 Column % = 0 % of Total = 0		f=2 Row % = 100 Column % = 20 % of Total = 15	Row f = 2 Row % = 15
3	f=1 Row % = 33 Column % = 33 % of Total = 8		f=2 Row % = 67 Column % = 20 % of Total = 15	Row f = 3 Row % = 23
f-frequency	Column f = 3 Column % = 23	Column f = 10 Column % = 77	13 = f	

Moving on to an investigation of the variable of organizational position, an inspection of Table 5 (Cross Tabulations of Organizational Position Within The Institutional Structure With The Number of Problems/Issues) demonstrated no significant relationship between the number of problems/issues and the organizational position of the programs within the institution. It should be noted that although this table covered four categorical ranges, and the previous two tables covered only two, the differences discovered were as marginal as with the other variables of recruitment and admission.

Of the 13 programs responding, most appeared to fall under the level two position, reporting to a Vice-President of Student Affairs. Those programs that fell within the high problem/issues area (having identified four (4) problems) had moderate frequency levels at the Level Two - Vice-President; Level Three - Dean; and Level Four - Chairperson/Director areas. Those programs that fell within the low problem/issues area (having identified one (1) problem) also had the moderate frequency levels, but they did span all four of the variable categories.

From the inspection of Table 5, on the following page, it appears there is a minimal relationship between the number of problems/issues and the organizational position

within the institutional hierarchy.

TABLE 5

CROSS TABULATIONS OF ORGANIZATIONAL POSITION WITHIN
INSTITUTIONAL STRUCTURE WITH THE NUMBER
OF REPORTED PROBLEMS/ISSUES

RANGE OF PROBLEMS	LEVEL 1 (President)	LEVEL 2 (Vice-President)	LEVEL 3 (Dean)	LEVEL 4 (Chrp/Dir.)	
0	f=0 Row %=0 Column %=0 % of Total =0	f=1 Row %=50 Column %=20 % of Total= 8	f=0 Row %=0 Column %=0 % of Total =0	f=1 Row %=50 Column %=33 % of Total= 8	Row f = 2 Row % = 15
1	f=1 Row %= 17 Column %=100 % of Total= 18	f=1 Row %=17 Column %=20 % of Total= 8	f=3 Row %=50 Column %=75 % of Total=23	f=1 Row %=17 Column %=33 % of Total= 8	Row f = 6 Row % = 46
2	f=0 Row %=0 Column %=0 % of Total =0	f=2 Row %=100 Column %= 40 % of Total= 15	f=0 Row %=0 Column %=0 % of Total =0	f=0 Row %=0 Column %=0 % of Total =0	Row f = 2 Row % = 15
3	f=0 Row %=0 Column %=0 % of Total =0	f=1 Row %=33 Column %=20 % of Total= 8	f=1 Row %=33 Column %=25 % of Total= 8	f=1 Row %=33 Column %=33 % of Total= 8	Row f = 3 Row % = 23
	Column f = 1 Column % = 8	Column f = 5 Column % =38	Column f = 4 Column % =30	Column f = 3 Column % =23	13 = f

Table 6, on the following page, (Summary Data on Number of Problems/Issues Recruitment Abilities, Admission Abilities and Organizational Positions) is an overall computation of the data recorded through this study regarding the 13 special programs for minority group students in the public four year higher education institutions within the State of Michigan.

TABLE 6

SUMMARY DATA REGARDING PROBLEMS/ISSUES, RECRUITMENT ABILITY,
ADMISSIONS ABILITY AND ORGANIZATIONAL POSITION
FOR THIRTEEN SPECIAL PROGRAMS

I. D. Number For Programs	Number(s) of Problems/Issues	Recruitment Ability	Admission Ability	Organizational Position
1	0	None	None	Vice-President Student Affairs
2	2	None	None	Assoc, Vice-Pres, Student Affairs
3	1	None	None	Asst. Provost
4	0	Yes	None	Dir. Min. Stu. Affairs
5	1	Yes	None	Dean of Stu. Affairs
6	1	Yes	None	Dean of Stu. Affairs
7	3	None	Yes	Dean of Stu. Affairs
8	2	None	None	Assoc. Vice-Pres. Academic Affairs
9	3	None	None	Dir. Community Serv.
10	1	Yes	Yes	Dean of Students
11	1	None	None	Dir. of Spec. Progrms.
12	3	Yes	None	Asst. to V.P. Acad. Aff.
13	1	None	Yes	Asst. to V.P. Acad. Aff.

In reviewing the upper level administrators survey and focusing on the question of funding, it was discovered that of the nine (9) institutions reporting, three (3) set aside any funds for recruitment; the percent ran from as low as 2% to as high as 40%. Six (6) of the nine (9) institutions gave a "no response" to that question. It was also discovered that four (4) of those nine (9) institutions set aside funds for cultural events; those percentages ranged from as high as 20% down to as low as 1%.

The developmental portion of this study included the construction of a compendium of special programs for minority group students in the four year public higher education institutions within Michigan. Appendix D contains the compendium that will be shared with all the participants of this study, as well as with various high school counselors, community-junior college counselors, and the Department of Education for the State of Michigan.

Summary

This chapter was designed to present the findings of this study. It was discovered, via a survey method, that of the 15 four year public higher education institutions within Michigan, nine (9) of these institutions had or maintained any type of special programs for minority group students. It

was further discovered that within these nine (9) institutions were 13 special programs for minority group students. This study was intended to locate and describe those special programs, and test certain hypothesis regarding those special programs.

A review of the survey forms from those programs indicated the majority of the problems/issues facing them fell into the following areas:

1. The lack of sufficient funds.
2. The lack of personnel to effectively meet the needs of the minority group student.
3. An insensitivity, on the part of the institutional decision-makers, towards special programs for minority group students.

A review of the 13 program responses to the following: Is the program allowed to recruit its students? Is the program allowed to admit its students? Where does the program fall in the organizational structure? produced the following results:

1. Of the 13 special programs for minority group students, five (5) were authorized to recruit students. Seven (7) were not authorized to do so, and one program gave no response to the question.
2. Of the 13 programs for minority group students,

three (3) were authorized to admit minority students, with the remaining 10 unable to do so.

3. Of the 13 programs, eight (8) fell under Student Services of the Dean of Students; two (2) were under the Academic Affairs area; one (1) was under a Provost and the remaining two (2) reported to a Director of Community Services and Special Services respectively.

No evidence of a relationship between the problems/issues facing special programs for minority group students and whether those programs are allowed to recruit students, whether those programs are allowed to admit students, and where those programs fall within the organizational structure was discovered.

Of the many questions the upper level administrators were asked, one question referred to the funding percentages to the programs under their jurisdiction (which included the special programs). Of the nine (9) persons who responded, three (3) indicated a percent set aside for recruitment purposes; those percentages were 2%, 15% and 40%. The other six (6) indicated a "no response" to that question. Additionally, when those same upper level administrators were asked the percentage that was set aside for underwriting cultural events/affairs, four (4) of the nine (9) persons

were able to supply the percentages, which ranged from 20% down to 1%.

The compendium of all the special programs for minority group students in the public four year higher education institutions within Michigan was completed and appears as a part of the Appendix D of this study. Additionally, copies of the compendium will be forwarded to all the study participants as well as various high school and community/junior college counselors and the Department of Education for the State of Michigan.

PLEASE NOTE:

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CHAPTER V

REVIEW, INTERPRETATIONS, AND RECOMMENDATIONS

This chapter contains a brief review of the study, interpretations, and recommendations.

Review of The Study

This study had several objectives: (a) to locate, describe and report on the problems/issues facing special programs for minority group students in public four year higher education institutions within Michigan; (b) to report any relationship that exists between those problems and the variables of admissions, recruitment, and the position of those programs within the organizational structure; and (c) to develop a compendium regarding special programs for minority group students, which may be distributed to participants of this study, as well as high school and higher education counselors within the State of Michigan. That compendium provides the following information:

1. The name(s) of the program(s).
2. The location of the program(s).
3. The telephone number of the program(s).
4. The name(s) of contact person(s) with the program(s).

5. The services of the program(s).
6. A description of the program(s).
6. A description of the program(s).

Use of the 1976-1977 Directory of Michigan Institutions of Higher Education led to the discovery of the 15 public four year higher education institutions within Michigan. These institutions were then contacted via telephone and survey questionnaire sent to each in order to discover what special programs for minority group students existed at their institutions. The survey results indicated six (6) of those institutions (Ferris State, Grand Valley State, Lake Superior State, Michigan Tech, Saginaw Valley State, and University of Michigan, Dearborn) had no such programs, while the other nine (9) (Central Michigan University, Eastern Michigan University, Michigan State University, Northern, Oakland, University of Michigan-Ann Arbor, University of Michigan-Flint, Wayne State University and Western Michigan University) did have some type of special program for minority group students.

The data from the nine (9) institutions indicated the existence of 13 special programs for minority group students and they appeared to focus upon the following as problems/issues faced by special programs; (a) lack of funds; (b) lack of personnel to effectively meet the program tasks:

and the insensitivity of institutional decision-makers towards special programs.

A review of the data regarding whether the above 13 special programs were authorized to recruit or admit its students revealed five (5) programs were allowed to recruit their students and three (3) were allowed to admit their students.

In attempting to discover where, organizationally, these programs fell within the institutions hierarchic structure, it was noted that eight (8) fell under the jurisdiction of a Student Services/Affairs Office, with two (2) under an Academic Affairs Office. One (1) was under a Provost and the remaining two (2) reported to a Director of Community Services and Special Services respectively.

Interpretation

The following interpretations were drawn from the data gathered for this study:

1. Funding is a common problem for special programs.
If economic conditions in Michigan continue to deteriorate, the existence of special programs may be threatened.
2. Although nine (9) of the 15 public four year higher education institutions within Michigan have special programs for minority group

students, they are restricted or unauthorized to recruit or admit their program clients. These constraints can limit the future development of special programs.

3. Although the area of Student Services may encompass many vital and important programs, the area is sometimes viewed as a catch-all into which any student-related activities can be placed. Since special programs for minority group students are most often placed within Student Services, they run the risk of being viewed as something of minor importance or priority.

Given the current economic situation of the State of Michigan and the related economic struggle of the automotive industry, as well as the budget-cutting focus fostered by the new national administration, a follow-up study should be undertaken to discover how many of the 13 special programs for minority group students now existing will be in existence one, two or three years from now. Based on the results of this study, there is reason to believe their existence is being threatened.

While insufficient funds and staff ranked high as a problem/issue, it would appear evident these two variables would be linked to those programs with the inability to

recruit or admit minority group students to their programs. Were adequate funding supplied to these programs, sufficient staff could be added which might allow for the development/improvement of recruitment procedures to attract minority group students. It appears clear that while there are persons who are closely involved with special programs for minority group students, there is evidence that the institutions housing these programs have little commitment to these programs, as evidenced by their unwillingness to permit/authorize these programs to recruit or admit minority group students to the program. In addition, the low percentages of funds allocated for cultural events or the recruitment of minority group students, testifies to that low level of commitment.

Without sufficient funds and the authorization to recruit, and/or admit minorities, these special programs will continue to experience these problems and possibly others. This opinion was reinforced following the review of the upper level administrators survey forms. For the purpose of this study, upper level administrator was that person to whom special program personnel reported (i.e. a President, Vice-President, Dean, Chairperson/Director). From these survey forms it was clear that upper level administrators had minimal commitment to their special programs areas as evidenced by the percentages allotted for cultural events

for minorities and for the recruitment of minority group students.

Recommendations

In light of the information gathered in this study, the following recommendations are proposed:

1. That the Department of Higher Education for the State of Michigan annually monitor and tabulate those institutions housing special programs for minority group students and distribute that tabulation, not only to those special programs but among secondary and post secondary counselors.
2. That policies relevant to the authority for the admissions and recruitment of minority group students by special programs be reviewed and improved upon for greatest opportunity to attract minority group students.
3. That the organizational position of special programs within public four year higher education institutions within the State of Michigan, if appointed to a Student Activities area, not be cavalierly treated as another catch-all student activity.
4. That follow-up studies be completed annually to determine any changes relevant to the

problems/issues facing special programs and their relationship to the variables of recruitment, admissions, and organizational position.

APPENDIX A
LETTERS OF INTRODUCTION
TO UPPER LEVEL ADMINISTRATORS
AND SPECIAL PROGRAM PERSONNEL

Dear Colleague:

My name is Richard Redden and I am presently a doctoral student at Western Michigan University with the College of Education in the area of Educational Leadership, as well as being the Director of Minority Student Services. My dissertation topic is, A Descriptive Study Of Special Programs For Minority Students In Four Year Public Institutions Of Higher Education In The State Of Michigan.

I am writing to request your assistance, and that of your program directors, in completing the enclosed questionnaire. The information being sought will not only aid me in meeting the requirements for my degree but provide me with insight into the operation of Special Programs. My study is to describe the following aspects as they relate to Special Programs in the various institutions: (1) The Admissions Process; (2) The Recruitment process; (3) The Organizational structure Special Programs fall under, and (4) The Major problems or issues facing Special Programs today. For my study, I am defining 'Special Programs' as those specifically designed to service the minority college student via academic or personal counseling, tutorial support, or cultural awareness. Isolated programs located within departments of the institution (i.e. Business, Social Work, etc.) are not to be included.

One of the objectives of my study is to develop a compendium of this information to be shared with you and others seeking information regarding Special Programs for minority students in various colleges within the state.

Be assured that all individual responses will be held as confidential. The results will be reported as grouped responses.

I would appreciate your completing the Yellow questionnaire. I have supplied you with a self addressed envelop to expedite your returning the form as quickly as possible.

Would you please distribute a Blue questionnaire, along with its cover letter, to each member of your staff who directs a program. If any member of your staff directs more than one program, please have that person complete a questionnaire for each program he/she directs. I would appreciate your following up with your staff to see that they complete and return the questionniare to me.

My thanks in advance for your assistance and cooperation. If you should have any questions, please call me at 616-383-2204.

Cordially,



Richard Redden, Director
Minority Student Services
Doctoral Student

RR/bdp

enclosures



Western Michigan University⁹⁵
Kalamazoo, Michigan 49008

Minority Student Services

Dear Colleague:

My name is Richard Redden and I am presently a doctoral student at Western Michigan University with the College of Education in the area of Educational Leadership, as well as being the Director of Minority Student Services. My dissertation topic is, A Descriptive Study Of Special Programs For Minority Students In Four Year Public Institutions Of Higher Education In The State Of Michigan.

I am writing to request your assistance in completing the enclosed questionnaire. The information being sought will not only aid me in meeting the requirements for my degree but provide me with insight in to the operation of Special Programs. My study is to describe the following aspects as they relate to Special Programs in the various institutions: (1) The Admissions process; (2) The Recruitment process; (3) The Organizational structure Special Programs fall under, and (4) The Major problems or issues facing Special Programs today. For my study, I am defining 'Special Programs' as those specifically designed to service the minority college student via academic or personal counseling, tutorial support, or cultural awareness. Isolated programs located within departments of the institution (i.e. Business, Social Work, etc.) are not included.

One of the objectives of my study is to develop a compendium of this information to be shared with you and others seeking information regarding Special Programs for minority students in various colleges within the state.

Be assured that all individual responses will be held as confidential. The results will be reported as grouped responses.

I would appreciate your completing the Yellow questionnaire. I have supplied you with a self-addressed envelop to expedite your returning the form as quickly as possible.

My thanks in advance for your assistance and cooperation. If you should have any questions, please call me at 616-383-2204.

Cordially

Richard Redden, Director
Minority Student Services
Doctoral Student

RR/dr
Enclosures

APPENDIX B
UPPER LEVEL ADMINISTRATOR
SAMPLE SURVEY FORM

EXECUTIVE DIRECTOR
QUESTIONNAIRE

97

Date _____

Directions: Please complete the questionnaire (yellow form) as fully as possible. Should any question not apply to your area, please indicate so by use of the letters "N/A". Please print or type clearly.

General Information

1. Your name _____

2. Your position _____

3. Institution's name _____

4. Program Title(s): _____ Year program(s) began: _____

A. _____

A. _____

B. _____

B. _____

C. _____

C. _____

D. _____

D. _____

5. Office Address _____ Zip _____

City Address _____ State _____ Zip _____

6. Office phone (area code) _____ Number _____

7. Years in your current position _____

8. a. Approximate total number of undergraduates in all program(s) currently? _____

b. Approximate total number of graduates in all program(s) currently: _____

Program Goals

1. What are the basic goals of your office? _____

B. _____ 98

C. _____

2. What services does your office provide? _____

3. What is the total annual cost for these services? _____

Organizational Structure

1. Who is your immediate supervisor? (give title) _____

2. To whom does your supervisor report? (give title) _____

3. Do other programs report to you? Yes _____ No _____

4. If yes, list those programs _____

5. Under what division/area within the institution, does your office fall? _____

6. Diagram or attach an organizational chart of the institution showing where your office falls. 99

Admission Process

1. Can any of your programs admit its own students? Yes _____ No _____
2. If yes, which program and what are the steps in admittance? _____

3. If no, who does? _____

4. Do your programs have authority to re-admit students? Yes _____ No _____
5. If no, who does? _____

6. If yes, what are the steps to re-admission? _____

7. Does your office have input in the admission process? Yes _____ No ¹⁰⁰_____

Recruitment Process

1. Does your office recruit its students? Yes _____ No _____

2. If yes, what is the recruiting process? _____

3. If no, who does the recruiting? _____

4. Does your office have any literature which describes it? Yes _____ No _____

5. Would you please return this literature with this questionnaire? Yes _____ No _____

6. Do staff members from your office recruit for the institution? Yes _____ No _____

Program Funding

1. How is your office currently funded? (Check Source):

A. Institution _____
(hard money)

C. Private _____
(donations)

B. Federal _____
(soft)

D. Other _____
(specify)

2. What percent of the funding goes for the following items:

A. Student Scholarship _____

B. Resource materials _____

C. Cultural Events _____

D. Program development _____

E. Program evaluation _____

F. Recruitment _____

G. Other (specify) _____

H. Supplies _____

APPENDIX C
THE PROGRAM PERSONNEL
SAMPLE SURVEY FORM

Date _____

Directions: Please complete one questionnaire (blue form) for each program you direct. Forms should be completed by Directors. Should any question not apply to your program please indicate so by the letters "N/A". Please print or type clearly.

General Information

1. Your name _____
2. Your position _____
3. Institution's name _____
4. Program title _____
5. Office phone (area code) _____ number _____
6. Office address _____
City Address _____ State _____ Zip _____
7. Year program began _____
8. a. Approximate total number of undergraduates in all program(s) Currently? _____
b. Approximate total number of graduates in program currently? _____
9. Approximate number of students who have graduated since program beginning? _____

Program Goals

1. What are the goals of the program? _____
A. _____

B. _____

C. _____

2. What services does the program offer? _____

A. _____

B. _____

C. _____

Organizational Structure

1. Who is your immediate supervisor? (title only) _____

2. To whom does your supervisor report? (title only) _____

3. Do other programs report to your supervisor? Yes _____ No _____

4. If yes, list those programs. _____

5. Under what division/area within your institution, does your program fall? _____

6. Diagram or attach an organizational chart of your institution showing where your program falls.

Admissions Process

1. Can the program admit students? Yes _____ No _____
2. If no, who can? _____
3. If yes, what are steps for admission? _____

4. Can program dismiss students? Yes _____ No _____
5. If no, who can? _____
6. If yes, what are steps in dismissal? _____

7. Does program have any input into admission process? Yes _____ No _____
8. Does program have authority to re-admit students? Yes _____ No _____

Recruitment Process

1. Does the program recruit its students? Yes _____ No _____
2. If no, who does? _____
3. If yes, what are the recruiting steps? _____

4. Does the program recruit for the institution? Yes _____ No _____
5. If no, what does? _____
6. If yes, what are the recruiting steps? _____

7. Do you have any literature on the program? Yes _____ No _____
8. Would you please return this literature with this questionnaire? Yes _____ No _____

Program funding

1. How is the program funded: (Check Sources)

A. Institutional (hard money) _____	C. Private (donations) _____
B. Federal (soft money) _____	D. Other (specify) _____

2. What percent of the program budget goes for the following items:

A. Personnel _____
B. Student Scholarship _____
C. Cultural Events _____
D. Program development _____
E. Program evaluation _____
F. Resource material _____
G. Other (specify) _____

Problems facing the program

1. List the major problems currently facing the program _____

2. List reasons why the above problems exist _____

3. What would you recommend for elimination or reduction of those problems? _____

APPENDIX D
COMPENDIUM OF SPECIAL PROGRAMS
FOR MINORITY GROUP STUDENTS
IN THE PUBLIC FOUR YEAR
HIGHER EDUCATION INSTITUTIONS
WITHIN THE STATE OF MICHIGAN

Foreward

This compendium of Special Programs For Minority Group Students In The Public Four Year Higher Education Institutions Within Michigan was an additional product resulting from a dissertation describing such programs.

The information presented here was obtained via survey forms completed by officials and personnel of the various institutions and programs listed.

For the purpose of the study, from which this compendium evolved, the term "special program" did not include those programs which were pre-college or departmentalized (i.e. Upward Bound, Trio Programs Black Nurses, Engineers, etc.) hence, although some of the institutions listed herein may have a pre-college or departmentalized program for minority group students, those programs may not be included in this compendium and we would suggest following-up with the specific institutions to obtain information regarding those programs.

I am indeed grateful to these institutional officials and special program personnel for their willingness to complete and return the survey forms from which the insuing information was drawn.

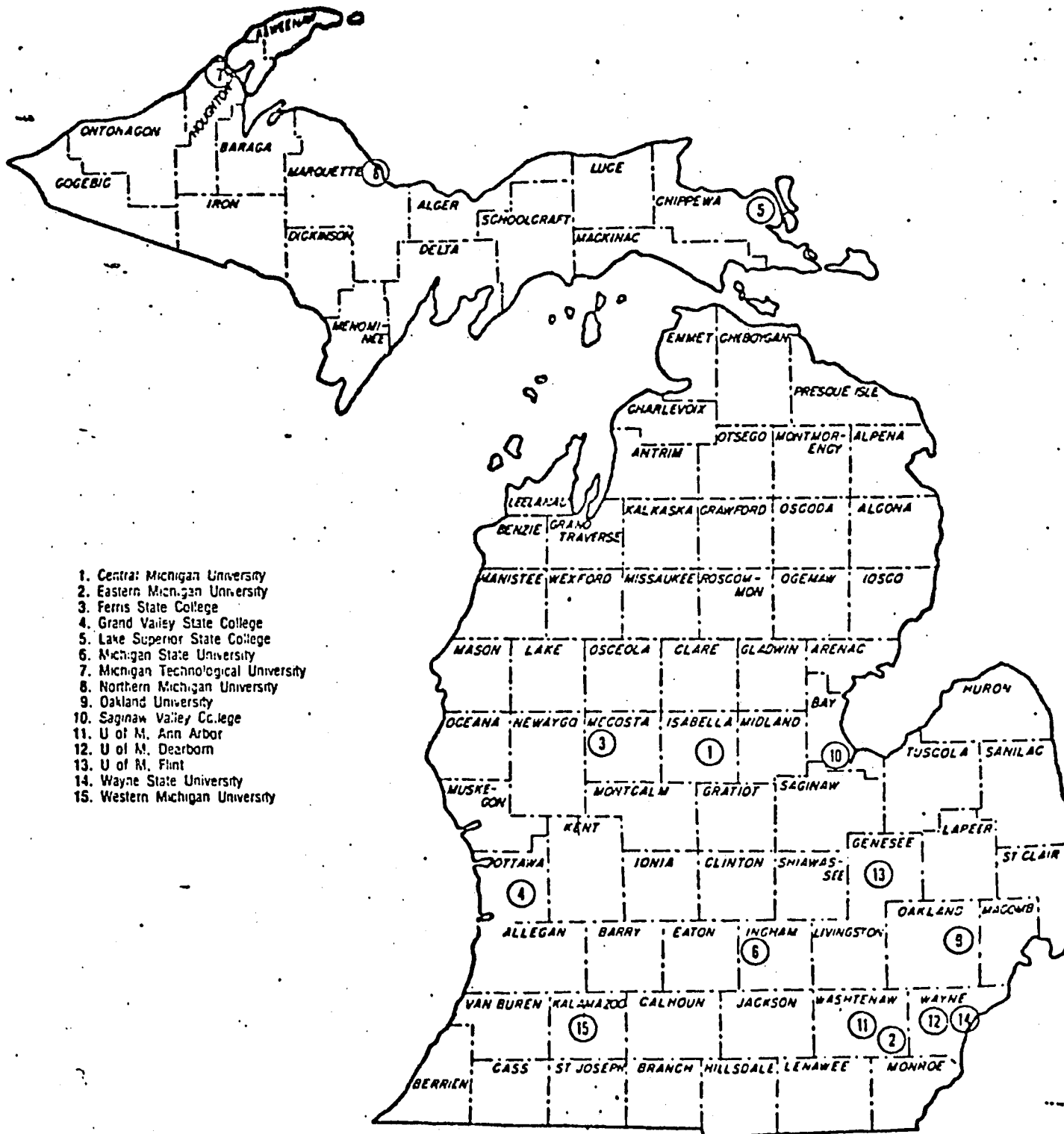
Richard Redden

Western Michigan University

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Wayne State.....	page 6
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MICHIGAN PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES



INTRODUCTION

This compendium contains the current (1980-1981) special programs for minority group students in public four year higher education institutions within Michigan. These programs are listed in alphabetical order, according to institution.

Information on these special programs highlights the following:

1. Name(s) of the Special Programs
2. Mailing address of the program
3. Phone number of the program
4. Contact person(s) for the program
5. Indication whether that program has authorization to admit its students
6. Indication whether that program has authorization to recruit students to the program
7. When program began
8. Program goals
9. Program services

Central Michigan University
Mt. Pleasant, MI 48858

Special Program(s):

Minority Student Development Office
304 Warriner
Mt. Pleasant, Michigan 48859

Cleophus C. Melvin
Coordinator, Minority Student Development Office

Program has no authority to admit or recruit
group students.

Program was developed in Fall of 1978.

Basic Goal(s):

1. Serves as resource for minority group students.
2. Serves as bridge between minority ethnic groups, academic, and University community.

Services available:

1. Cultural-Social development.
2. Academic advisement
3. Personal counseling
4. Ombudmanship

Eastern Michigan University
Ypsilanti, MI 48197

Special Program(s):

Office of Minority Affairs
224 Goodison Hall
Ypsilanti, Michigan 48197
(313) 487-0265

Mr. James Turner, Acting Director

Program has no authority to admit or recruit
minority group students.

Program was developed in 1973.

Basic Goal(s):

1. Developmental services for students and university staff.
2. Enhance cultural diversity and pluralism of university population.
3. Provide academic counseling.
4. Dissemination of information relevant to minority group students.

Services available:

1. Academic counseling
2. Information on minority student group events

Michigan State University
East Lansing, MI 48824

Special Program(s):

- A. Black Aide Program
 339 Student Service Building
 East Lansing, MI 48824
 (517) 353-3780

Florence A. McGlothian
 Director

- B. Office of Special Programs
 216 E. Holden Hall
 East Lansing, MI 48824
 (517) 353-5210

Florence Harris
 Director

Programs were developed in 1963 and 1969 respectively.

*Neither program has authority to admit, and only the Black Aide Program has authorization to recruit minority group students.

A. Basic goal(s):

1. To create an atmosphere that is conducive to the minority student thereby aiding him/her in feeling at ease in the university setting.
2. To assist the minority student in adjusting to residence hall existence.
3. Provide minority students with information regarding services in the university to enable the students to remain in the university.

Services available:

1. Peer counseling
2. Academic advisement
3. Financial Aid advisement/counseling

B. Basic goal(s):

1. Assist minority group students in adjusting to university life.
2. Developing/increasing academic skills.
3. Completion of post-secondary education.

Services available:

1. Tutorial assistance.
2. Personal/social counseling.
3. Academic advisement.

Northern Michigan University
Marquette, MI 49855

Special Program(s):

- A. Office Black Student Services
 403 Cohodas-Administration Building
 Marquette, MI 49855
 (906) 227-2168

Harry B. Matthews
 Assistant to Dean-Director

- B. American Indian Programs
 403 Cohodas-Administration Building
 Marquette, MI 49855
 (906) 227-2143

Rosemary Suardini
 Director

Programs were developed in 1972 respectively.

*None of the above programs have authority to admit, but both have authorization to recruit minority group students.

- A. Basic goal(s):
1. To assist in graduation and employment placement.
 2. Improving self-images and leadership skills.
 3. Provide cultural experiences.

Services available:

1. Resource on ethnicity for students and staff.
2. Consultant for university and community agencies servicing minority group persons.
3. Liason between students and administration.

- B. Basic goal(s):
1. Provide needed support for American Indian students.
 2. Increase and enhance American Indian awareness within university and community.
 3. Provide educational outreach services.
 4. Increase career awareness and employment opportunities.

Services available:

1. Academic and personal counseling
2. Outreach service.
3. Advisement of American Indian student groups.

Special Program(s):

Special Program
118 Vanderberg Hall
Rochester, MI 48063
(313) 377-3262

Cleveland Hurst
Director

*Program has authorization to admit minority group students, but cannot recruit.

Program was developed in 1966.

Basic goal(s):

1. Provides instructional support services for minority group students.
2. Provides access for non-traditional students to enter higher education institution.

Services available:

1. Academic summer support program (8 weeks).
2. Tutorial service.
3. Counseling-academic and personal.

University of Michigan-Ann Arbor
Ann Arbor, MI 48109

Special Program(s):

- A. Opportunity Programs
3056 Administration Building
Ann Arbor, MI 48109
(313) 763-1283

George Goodman
Director

- B. Minority Student Services
2205 Michigan Union
Ann Arbor, MI 48109
(313) 763-1283

Margarita Torres
Ann Lou Lyons
Student Services Association

Programs were developed in 1964 and 1967 respectively.

Neither of the above programs can admit or recruit minority group students.

A. Basic goal(s):

1. Provide academic support to students with academic deficiencies.
2. Establish a comprehensive reading program for each program participant.
3. Development of realistic research intended for improved services to program participants.

Services available:

1. Academic advisement
2. Personal counseling
3. Tutorial services

B. Basic goal(s):

1. Aid institution in identification of policies-procedures biased-discriminatory to minority group students.
2. Meet minority group students needs by instituting change.
3. Educate and improve existing services for minority students.
4. Improve minority group students ability to cope with institution.
5. Provide alternatives to students for successful resolution of problems.
6. Collect and centralize information relative to minority group students.

Services available:

1. Programming
2. Liason/Consulting
3. Resource area

University of Michigan-Flint
Flint, MI 48503

Special Program(s):

Office of Special Projects
 237 Crob Building
 Flint, MI 48503
 (313) 762-3250

Maria DeLeary
 Acting Assistant Director

Program was developed in 1969.

*Program has authorization to admit and recruit minority group students.

Basic goal(s):

1. To identify students who have native skills and abilities.

2. To assist students in the better development of the skills needed to be successful in a college environment.

Services available:

1. Academic Counseling
2. Tutorial Services
3. Study Skill Building

Wayne State University
Detroit, MI 48202

Special Program(s):

Project 350
5229 Cass, Rm. 215
Detroit, MI 48202
(313) 577-1994

James Moore
Director

Program was developed in 1968.

Program has no authorization to admit or recruit minority group students.

Basic goal(s):

1. Provide for the admission, retention, and graduation of academically/economically deprived minority group students.

Services available:

1. Summer academic development program.
2. Tutorial Services
3. Academic counseling

Western Michigan University
Kalamazoo, MI 49008

Special Program(s):

- A. Minority Student Services
213 Ellsworth Hall
Kalamazoo, MI 49008
(616) 383-2204

Richard Redden, Director
Mike Ramirez, Assistant Director

- B. Martin Luther King (MLK) Program
209 Ellsworth Hall
Kalamazoo, MI 49008
(616) 383-4079

Danny Sledge, Director

Both programs began in the Early 1960's. The Minority Student Services program began about 1964 and the Martin Luther King Program began about 1968.

*Program 'A' cannot admit minority group students but can recruit. Program 'B' cannot recruit but can admit minority group students.

A. Basic goal(s):

1. To increase the minority student group population.
2. To monitor, educate and improve University-wide operations as the impact upon minority student population.
3. To provide supportive services to minority students-as needed-in order to assist them in becoming self sufficient.

Services available:

1. Academic advisement
2. Personal counseling
3. Student group advisorship
4. General resources

B. Basic goal(s):

1. Provide access to higher education for those students who would not otherwise pursue post-secondary degrees.
2. Encourage the development of critical thinking in minority students.
3. To attempt to meet the needs of minority students through support programs.

Services available:

1. Summer academic support program (7 1/2 weeks)
2. Academic advisement.

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