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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

Richard Redden
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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
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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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 Pro­
gram of the University of Michigan, Ann Arbor, the Univer­
sity Migrant Opportunity Program of the same institution and
the Project 350 Program of Wayne State University are simi­
lar 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 under­
stand 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 accu­
rate, 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 B12 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 & Vorhauer, 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 program's 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, pro-
grams 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 entusiasms of higher education for minority students has waned. (Challenge to Succeed, Page 14, 1979)

As indicated in Chapter I, 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 I.

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 College
Lansing, MI

Minority Program
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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Purpose</th>
<th>Date Instuted</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University</td>
<td>Project OPEN (Opportunity Project for Education Now)</td>
<td>to broaden commitment to minority students.</td>
<td>September 1968</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowdoin College</td>
<td>Project 65</td>
<td>to increase black student participation and admission.</td>
<td>Fall, 1963</td>
</tr>
<tr>
<td>Brunswick, MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling Green University</td>
<td>Student Development Program</td>
<td>to increase Black Law Student enrollment.</td>
<td>Fall, 1968</td>
</tr>
<tr>
<td>Bowling Green, OH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University</td>
<td>Summer Test Program</td>
<td>to increase Black Law Student enrollment.</td>
<td>Summer 1966</td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hofstra University</td>
<td>New Opportunity Program</td>
<td>to motivate and attract minority students.</td>
<td>Date not given</td>
</tr>
<tr>
<td>Hampstead, NY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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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

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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.
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
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
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 U 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>
<thead>
<tr>
<th>1. CONTACT PERSON(S)</th>
<th>2. POSITION</th>
<th>3. INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDRICUS PEWITI</td>
<td>PROGRAM COORDINATOR</td>
<td>CENTRAL MICHIGAN</td>
</tr>
<tr>
<td>JAMES TURNER</td>
<td>ACTING DIRECTOR</td>
<td>EASTERN MICHIGAN</td>
</tr>
<tr>
<td>A. FLORENCE HARRIS</td>
<td>A. DIRECTOR</td>
<td>MICHIGAN STATE</td>
</tr>
<tr>
<td>B. FLORENCE MCGLOTHIAN</td>
<td>B. DIRECTOR</td>
<td>UNIVERSITY</td>
</tr>
<tr>
<td>A. INGRID MATTHEWS</td>
<td>A. ASSISTANT TO DEAN/</td>
<td>NORTHERN MICHIGAN</td>
</tr>
<tr>
<td>B. ROSARY SUNDIN</td>
<td>DIRECTOR</td>
<td>UNIVERSITY</td>
</tr>
<tr>
<td></td>
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<td>OAKLAND UNIVERSITY</td>
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<thead>
<tr>
<th>4. PROGRAM TITLE</th>
<th>5. OFFICE PHONE</th>
<th>6. ADDRESS</th>
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<tr>
<td>MINORITY STUDENT</td>
<td>(517) 774-3233</td>
<td>304 WARDEN</td>
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<tr>
<td>DEVELOPMENT</td>
<td></td>
<td>MT. PLEASANT 48859</td>
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<td>319 STUDENT SERVICES</td>
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<td>AND DEPLOYMENT OF ACADEMIC SERVICE FOR MINORITY STUDENTS</td>
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|                      | INCREASE CULTURAL AWARENESS                              |
|                      | CENTRALIZE INFOR-                                        |
|                      | MATION RELATIVE TO MINORITY STUDENT                      |
|                      | MAINTAIN EXCE-                                          |
|                      | UTION THROUGH UNIVERSITY                                 |
|                      | A. ASSIST IN ENROLLMENT                                  |
|                      | TO UNIVERSITY LIFE                                       |
|                      | AND ENROLLMENT OF ACADEMIC SERVICE FOR MINORITY STUDENTS |
|                      | B. 585                                                        |
|                      | A. 45                                                         |
|                      | B. 125                                                        |

<p>|                      | PROVIDE ACADEMIC SERVICE FOR MINORITY STUDENTS           |
|                      | A. ASSIST IN ENROLLMENT                                  |
|                      | TO UNIVERSITY LIFE                                       |
|                      | AND ENROLLMENT OF ACADEMIC SERVICE FOR MINORITY STUDENTS |
|                      | B. 585                                                        |
|                      | A. 45                                                         |
|                      | B. 125                                                        |</p>
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<tr>
<td><strong>1. CONTACT PERSON(S)</strong></td>
<td>A. GREGG COCHRAN</td>
<td>MARIA LEARY</td>
<td>JAMES MOORE</td>
<td>A. RICHARD REDDEN</td>
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<td></td>
<td>B. VAUGHN MG ROSS</td>
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<td>B. DANNY SELIGE</td>
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<td><strong>2. POSITION</strong></td>
<td>A. DIRECTOR</td>
<td>ACTING ASSISTANT</td>
<td>DIRECTOR</td>
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<td><strong>4. PROGRAM TITLE</strong></td>
<td>A. OPPORTUNITY PROGRAM</td>
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<td>PROJECT 350</td>
<td>A. MINORITY STUDENT SERVICE</td>
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<td>B. MINORITY STUDENT</td>
<td>PROJECTS/CHALLENGE</td>
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<td>B. MARTIN L. KING (MLK) PROGRAM</td>
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<tr>
<td><strong>5. OFFICE PHONE</strong></td>
<td>A. (313) 762-1283</td>
<td>(313) 762-3250</td>
<td>(313) 577-1994</td>
<td>A. (616) 383-2204</td>
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<tr>
<td></td>
<td>B. (313) 762-4148</td>
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<td></td>
<td>B. (616) 383-4079</td>
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<td><strong>6. ADDRESS</strong></td>
<td>A. 3656 ADMINISTRATION</td>
<td>237 CROS BY BLDG FlN</td>
<td>5229 CASS RM 215</td>
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<td>DETROIT 48202</td>
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<td>A. PROVIDE ACADEMIC ASSISTANCE</td>
<td>LOCATE AND IDENTIFY STUDENTS WITH NATIVE SKILLS/ABILITIES</td>
<td>PROVIDE AVENUE FOR ADMISSION</td>
<td>A. INCREASE MINORITY STUDENT ENROLLMENT</td>
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<td></td>
<td>B. ASSIST IN COMPLETION OF ACADEMIC PROGRAM</td>
<td>ASSIST IN DEVELOPMENT OF THESE SKILLS</td>
<td>SEEK TO RETAIN AND GRADUATE THOSE STUDENTS WITH PROVEN ACADEMIC SKILLS</td>
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**ORGANIZATIONAL**

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<th>B. DIRECTOR COMMUNITY SERVICES</th>
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<td>DIRECTOR OF SPECIAL SERVICES</td>
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<th>A. EXHIBITION SERVICE CENTER FOR WOMEN SERVICE INSTITUTE PUBLIC POLICY STUDIES LABOR AND INDUSTRIAL RELATIONS</th>
<th>AMERICAN REGISTRAR FINANCIAL AID COUNSELING SERVICE</th>
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<td>17. Can program(s) admit?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>18. Who does admit?</td>
<td>Student Affairs Office</td>
<td>Admissions Office</td>
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<tr>
<td>19. If yes to number 17, list steps</td>
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<tr>
<td>20. Can program(s) discuss students?</td>
<td>No</td>
<td>No</td>
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<tr>
<td>21. If no to number 20, who can?</td>
<td>Student Affairs</td>
<td>Dean of Students</td>
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<tr>
<td>22. If yes to number 20, list steps</td>
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<tr>
<td>23. Do program(s) have direct to admission process?</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>24. Can program(s) re-admit students?</td>
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<td>25. Do program(s) recruit?</td>
<td>No</td>
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<td>26. If no, who does?</td>
<td>Admissions Office</td>
<td>No Response</td>
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<td>27. If yes, list activities</td>
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<td>28. Do program(s) recruit for institution?</td>
<td>Yes</td>
<td>A. No</td>
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**TABLE 1 CONTINUED**

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<td>A. NO</td>
<td>NO</td>
<td>A. NO</td>
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<td>A. NO</td>
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<td>22. IF YES TO NUMBER 20, LIST STEPS</td>
<td>COLLEGES</td>
<td>NO RESPONSE</td>
<td>COLLEGE OF LIBERAL ARTS EXCLUSION COMMITTEE</td>
<td>A. ADMISSIONS OFFICE</td>
</tr>
<tr>
<td>23. DO PROGRAM(S) HAVE INPUT TO ADMISSION PROCESS?</td>
<td>A. NO</td>
<td>YES</td>
<td>B. NO</td>
<td></td>
</tr>
<tr>
<td>24. CAN PROGRAM(S) RE-ENROLL STUDENTS?</td>
<td>B. NO RESPONSE</td>
<td>YES</td>
<td>B. NO</td>
<td></td>
</tr>
</tbody>
</table>

**RECRUITMENT**

<p>| 25. DO PROGRAM(S) RECRUIT?                                                | A. NO                   | YES                     | A. YES                 |                             |
| 26. IF NO, WHO DOES?                                                     | B. NO RESPONSE          | NO RESPONSE             | B. NO                  |                             |
| 27. IF YES, LIST ACTIVITIES                                               | A. ADMISSIONS OFFICE    | NO RESPONSE             | A. ADMISSIONS OFFICE AND MINORITY STUDENT SERVICES OFFICE | A. HIGH SCHOOL VISITS, CHALK VISITS, COLLEGE DAY, COLLEGE NIGHTS, MAILING LIST |
| 28. DO PROGRAM(S) RECRUIT FOR INSTITUTION?                               | B. NO RESPONSE          | NO                      | NO                     | A. YES                       |
|                                                                             |                         |                         | B. NO                  |                             |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Central Michigan University</th>
<th>Eastern Michigan University</th>
<th>Michigan State University</th>
<th>Northern Michigan University</th>
<th>Oakland University</th>
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</thead>
<tbody>
<tr>
<td>29.</td>
<td>If no, who does?</td>
<td>Admissions Office</td>
<td>A. Admissions Office</td>
<td>A. No Response</td>
<td>A. No Response</td>
<td>Admissions Office</td>
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<tr>
<td>30.</td>
<td>If yes, list activities</td>
<td>No Response</td>
<td></td>
<td>B. No Response</td>
<td>B. High Schools</td>
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<tr>
<td>31.</td>
<td>Do program(s) have literature?</td>
<td>Yes</td>
<td>A. Yes</td>
<td>A. Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funded</td>
<td>No Response</td>
<td>A. Hard</td>
<td>A. Hard</td>
<td>No Response</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Hard money (institution)</td>
<td>No Response</td>
<td>B. No Response</td>
<td>B. No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Soft money (federal)</td>
<td>No Response</td>
<td>A. Soft</td>
<td>A. No Response</td>
<td>Soft</td>
<td></td>
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<tr>
<td>34.</td>
<td>List problems facing special program</td>
<td>No Response</td>
<td>Insufficient staff</td>
<td>A. Over extension of</td>
<td>Institutional perceptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>insufficient funds</td>
<td>limited personnel</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>support too late</td>
<td>minimal funding</td>
<td></td>
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<tr>
<td>35.</td>
<td>Why problems exist?</td>
<td>No Response</td>
<td>A. No response</td>
<td>A. No response</td>
<td>B. Insufficient Staff</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Challenged with discrim-</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>inated tasks</td>
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<td>36.</td>
<td>Recommendations for problems</td>
<td>Institutions viewpoint</td>
<td>A. Program is voluntary</td>
<td>A. Limited funds</td>
<td>Institutional leadership</td>
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<td></td>
<td></td>
<td></td>
<td>B. No response</td>
<td>B. Reassess have us have</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>other priorities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A. Change program to</td>
<td>A. More services for</td>
<td>Greater orientation to</td>
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<td></td>
<td></td>
<td></td>
<td>mandatory service</td>
<td>Black students</td>
<td>minority needs</td>
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<td></td>
<td></td>
<td></td>
<td>B. No response</td>
<td>stated by other departments</td>
<td>Change in institutional</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>leadership and perceptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of African Indian activities</td>
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TABLE 1 CONTINUED

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<tr>
<th>UNIVERSITY OF MICHIGAN AND ANN ARBOR</th>
<th>UNIVERSITY OF MICHIGAN FLINT</th>
<th>WAYNE STATE UNIVERSITY</th>
<th>WESTERN MICHIGAN UNIVERSITY</th>
</tr>
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<tr>
<td>29. IF NO, WHO DOES?</td>
<td>A. ADMISSIONS OFFICE</td>
<td>NO RESPONSE</td>
<td>B. ADMISSIONS OFFICE AND MINORITY STUDENT SERVICES OFFICE</td>
</tr>
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<td>B. ADMISSIONS OFFICE</td>
<td></td>
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<td>30. IF YES, LIST ACTIVITIES</td>
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<td>31. DO PROGRAM(S) HAVE LITERATURE?</td>
<td>A. YES</td>
<td>YES</td>
<td>A. YES</td>
</tr>
<tr>
<td></td>
<td>B. YES</td>
<td></td>
<td>B. YES</td>
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<tr>
<td>FUNDING</td>
<td></td>
<td></td>
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<tr>
<td>32. HARD MONEY (INSTITUTION)</td>
<td>A. HARD</td>
<td>HARD</td>
<td>A. HARD</td>
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<tr>
<td></td>
<td>B. NO RESPONSE</td>
<td></td>
<td>B. NO RESPONSE</td>
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<tr>
<td>33. SOFT MONEY (FEDERAL)</td>
<td>A. NO RESPONSE</td>
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<td>SOFT</td>
</tr>
<tr>
<td></td>
<td>B. NO RESPONSE</td>
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<td></td>
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<td>34. LIST PROBLEMS FACING SPECIAL PROGRAM</td>
<td>A. INSUFFICIENT FUNDS INSTITUTIONAL STAFF</td>
<td>CUTBACK IN STAFF MATERIALS</td>
<td>INSUFFICIENT FUNDS</td>
</tr>
<tr>
<td></td>
<td>B. INSUFFICIENT FUNDS INSTITUTIONAL STAFF</td>
<td>POLISHING LEGS OF PROGRAM POSITION</td>
<td></td>
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<tr>
<td>35. WHY PROBLEMS EXIST?</td>
<td>A. STATE BUDGET</td>
<td>ECONOMY</td>
<td>FEDERAL CUTBACKS</td>
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<td></td>
<td>B. LACK OF GOVERNMENT APPROPRIATIONS</td>
<td>STATE FUNDS DIMINISHING</td>
<td></td>
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<td>36. RECOMMENDATIONS FOR PROBLEMS</td>
<td>A. INCREASE WORK FOR PROGRAM SUPPORT</td>
<td>NO RESPONSE</td>
<td>A. IMPROVEMENT OF ECONOMIC FUNDING</td>
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<td></td>
<td>B. INCREASE SENSITIVITY BY INSTITUTION FOR MINORITIES</td>
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<td>INSTITUTION OF RETENTION TEAMS</td>
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<td>MORE ATTENTION TO INCORPORATION OF MINORITY PROBLEMS</td>
<td>TO RETAIN MINORITY STUDENTS</td>
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<td>MAINTAINING HISTORICAL INJUSTICE TO MINORITIES</td>
<td>CONSIDERATION GIVEN TO OUT-OF-STATE RECRUITMENT PROGRAM</td>
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<td>B. INCREASED COMMITMENT TO HIGHER EDUCATION BY STATE</td>
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<td></td>
<td></td>
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<td>INCREASED DOCUMENTATION OF PROGRAM VALUE</td>
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TABLE 2

UPPER LEVEL ADMINISTRATOR RESPONSES

<table>
<thead>
<tr>
<th>CENTRAL MICHIGAN UNIVERSITY</th>
<th>EASTERN MICHIGAN UNIVERSITY</th>
<th>MICHIGAN STATE UNIVERSITY</th>
<th>NORTHERN MICHIGAN UNIVERSITY</th>
<th>OAKLAND UNIVERSITY</th>
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</thead>
<tbody>
<tr>
<td><strong>1. CONTACT PERSON</strong></td>
<td>JAMES HILL</td>
<td>LORI MACLEAN</td>
<td>JAMES HAMILTON</td>
<td>NORMAN HEFKE</td>
</tr>
<tr>
<td><strong>2. POSITION</strong></td>
<td>VICE PRESIDENT STUDENT AFFAIRS</td>
<td>ASSOCIATE VICE PRESIDENT STUDENT AFFAIRS</td>
<td>ASSISTANT PROVOST UNDERGRADUATE EDUCATION</td>
<td>DEAN OF STUDENTS</td>
</tr>
<tr>
<td><strong>3. YEARS IN POSITION</strong></td>
<td>5 YEARS</td>
<td>10 YEARS</td>
<td>9 YEARS</td>
<td>1 1/2 YEARS</td>
</tr>
<tr>
<td><strong>4. ADDRESS</strong></td>
<td>152 SANDERLIN HALL</td>
<td>CODY HALL</td>
<td>276 NISSLEY HALL</td>
<td>134 N. FOUNDATION HALL</td>
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<tr>
<td></td>
<td>MT PLACENT, MI 48859</td>
<td>YPSILANT, MI 48197</td>
<td>EAST LANSING, MI 48824</td>
<td>ROCHESTER, MI 48063</td>
</tr>
<tr>
<td><strong>5. PHONE</strong></td>
<td>(517) 774-3018</td>
<td>(313) 487-0220</td>
<td>(517) 355-4730</td>
<td>(906) 227-1700</td>
</tr>
<tr>
<td><strong>6. SPECIAL PROGRAM(S) SUPERVISED</strong></td>
<td>A. MINORITY STUDENT DEVELOPMENT</td>
<td>A. MINORITY AFFAIRS OFFICE</td>
<td>SPECIAL SERVICES</td>
<td>A. SPECIAL SERVICES</td>
</tr>
<tr>
<td></td>
<td>B. ACADEMIC ASSISTANCE PROGRAM</td>
<td>B. AMERICAN INDIAN PROGRAM</td>
<td>B. UPWARD BOARD</td>
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<td><strong>7. APPROXIMATE TOTAL NUMBER OF UNDERGRADUATES ENROLLMENT IN PROGRAMS</strong></td>
<td>431</td>
<td>14,000</td>
<td>35,000</td>
<td>385</td>
</tr>
<tr>
<td>A. 1978</td>
<td>50</td>
<td></td>
<td></td>
<td>12,000</td>
</tr>
<tr>
<td>B. 1980</td>
<td>5,000</td>
<td>10,000</td>
<td>5</td>
<td>NO RESPONSE</td>
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<tr>
<td><strong>8. APPROXIMATE TOTAL NUMBER OF GRADUATES ENROLLMENT IN PROGRAMS</strong></td>
<td>NO RESPONSE</td>
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<td>1973</td>
<td>A. 1970</td>
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<td>A. 1978</td>
<td>NO RESPONSE</td>
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<td>1972</td>
<td>B. 1972</td>
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<tr>
<td>B. 1980</td>
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<td>NO RESPONSE</td>
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<tr>
<td><strong>10. OFFICE GOAL(S)</strong></td>
<td>ACADEMIC DEVELOPMENT AND RECRUITMENT</td>
<td>PROVIDE LEADERSHIP ENHANCE PROFESSIONALISM PROVIDE ACHIEVEMENT OF GOALS SERVE VICE PRESIDENT</td>
<td>COORDINATION OF UNDERGRADUATE PROGRAMS RECRUITMENT OF STUDENTS WITH ACADEMIC POTENTIAL CULTURAL APPRECIATION ADMINISTER NON-INSTRUCTIONAL SUPPORT PROGRAM AND ACADEMIC POLICY</td>
<td></td>
</tr>
<tr>
<td><strong>11. SERVICES PROVIDED BY OFFICE</strong></td>
<td>LEADERSHIP, DIRECTION, CONSULTATION</td>
<td>ADMISSION, ACADEMIC ADVISEMENT, TUTORIAL, PLACEMENT, ORIENTATION, STUDENT ACTIVITY TESTING, LANGUAGE SKILLS FUNDING</td>
<td>TUTORIAL, FOREIGN SELLING, ADVISMENT, PLACEMENT, ORIENTATION, TESTING, LANGUAGE SKILLS FUNDING</td>
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<tr>
<td><strong>12. ANNUAL COST FOR SERVICES</strong></td>
<td>2.2 MILLION</td>
<td>76,000</td>
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<td>TABLE 2 CONTINUED</td>
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<tr>
<td>UNIVERSITY OF MICHIGAN FLORENCE M. AIR</td>
<td>UNIVERSITY OF MICHIGAN FLORENCE M. AIR</td>
<td>WAYNE STATE UNIVERSITY WILLIAM MARKS</td>
<td>WESTERN MICHIGAN UNIVERSITY GRISelda GORDON</td>
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<tr>
<td>1. CONTACT PERSON</td>
<td>RICHARD ENGLISH</td>
<td>JOHN McGOWAN</td>
<td>VICE PRESIDENT STUDENT AFFAIRS</td>
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<td>2. POSITION</td>
<td>ASSOCIATE VICE PRESIDENT ACADEMIC OFFICE</td>
<td>DEAN OF STUDENTS</td>
<td>ASSISTANT TO VICE PRESIDENT ACADEMIC AFFAIRS/DIRECTOR OF SPECIAL PROGRAMS (ACTING)</td>
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<tr>
<td>3. YEARS IN POSITION</td>
<td>6 YEARS</td>
<td>6 MONTHS</td>
<td>1 YEAR</td>
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<td>4. ADDRESS</td>
<td>3080 ADMINISTRATION BLDG ANN ARBOR, MI 48109</td>
<td>237 CAMPUS BUILDING FLINT, MI 48503</td>
<td>573 STUDENT CENTER BLDG DETROIT, MI 48202</td>
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<tr>
<td>5. PHONE</td>
<td>(313) 763-1252</td>
<td>(313) 762-3251</td>
<td>(313) 577-1992</td>
<td></td>
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<tr>
<td>6. SPECIAL PROGRAM(S) SUPERVISED</td>
<td>A. SUPPORT PROGRAM</td>
<td>A. SPECIAL PROJECT</td>
<td>A. PROJECT 350</td>
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<td>B.</td>
<td></td>
<td>B. VETERANS OPPORTUNITY</td>
<td>B. SPECIAL PROGRAMS</td>
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<td>7. APPROXIMATE TOTAL</td>
<td>21,600</td>
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<td>NUMBER OF UNDERGRADUATES CURRENTLY IN PROGRAM(S)</td>
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<td>8. APPROXIMATE TOTAL</td>
<td>10,000</td>
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<td>C. 1970</td>
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<td>10. OFFICE GOALS</td>
<td>COORDINATION SERVICE TO MINORITY STUDENTS</td>
<td>NO RESPONSE</td>
<td>PROVIDES ADMISSION, RETENTION</td>
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<td>PROVIDE ACADEMIC SUPPORT</td>
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<td>RECRUITMENT AND SUPPORT</td>
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<td>PRODUCE REPORT ON MINORITY ENROLLMENT - RETENTION</td>
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<td>AND GRADUATION OF EDUCationally MINORITY STUDENTS</td>
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<td></td>
<td></td>
<td>OR ECONOMICALLY DISADVANTAGED THROUGH MATRICULATION</td>
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<td>11. SERVICES PROVIDED BY OFFICE</td>
<td>COORDINATION OF ALL SERVICE AREAS</td>
<td>ASSISTANCE AND DIRECTION TO OFFICES</td>
<td>NO RESPONSE</td>
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<td>CONSULTATION, ACADEMIC ADVISMENT</td>
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<td>TUTORIAL, SHORT-TERM STUDENT LOANS</td>
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<td>Question</td>
<td>UNIVERSITY OF MICHIGAN ANN ARBOR</td>
<td>UNIVERSITY OF MICHIGAN PLANT</td>
<td>WAYNE STATE UNIVERSITY</td>
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<td>--------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
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<td>12</td>
<td>IMMEDIATE SUPERVISOR VICE PRESIDENT ACADEMIC AFFAIRS OFFICE</td>
<td>VICE PRESIDENT</td>
<td>VICE PRESIDENT</td>
<td>PRESIDENT</td>
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<td>13</td>
<td>SUPERVISOR REPORTS TO</td>
<td>PRESIDENT</td>
<td>CHANCELLOR</td>
<td>BOARD OF GOVERNORS</td>
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<td>PROGRAM(S) REPORTING TO YOU</td>
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<td>NO RESPONSE</td>
<td>WOMEN'S CENTER</td>
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<td>STUDENT ACTIVITIES</td>
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<td>ORIENTATION</td>
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<td>PLACEMENT</td>
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<td>CONTINUING EDUCATION</td>
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<td>STUDENT SERVICES</td>
<td>ACADEMIC AFFAIRS</td>
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<td>ACADEMIC AFFAIRS</td>
<td></td>
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<td>16</td>
<td>DO PROGRAM(S) ADMIT? NO</td>
<td>YES</td>
<td>NO</td>
<td>ADMISSIONS OFFICE</td>
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<tr>
<td>17</td>
<td>IF NO, WHO DOES?</td>
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<td>NO RESPONSE</td>
<td>ADMISSIONS OFFICE</td>
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<tr>
<td>18</td>
<td>CAN YOUR PROGRAM(S) RE-ADMIT?</td>
<td>YES</td>
<td>NO</td>
<td></td>
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<tr>
<td>19</td>
<td>IF NO, WHO CAN?</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
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<tr>
<td>20</td>
<td>IF YES, WHAT IS PROCESS?</td>
<td>CONTACT UNDERGRADUATE ADMISSIONS OFFICE</td>
<td>COMPLETE RE-ADMIT FORM, GIVE TO ADMISSIONS OFFICE FOR ASSESSMENT</td>
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<td>21</td>
<td>DOES YOUR OFFICE HAVE NO ANSW IN ADMISSION PROCESS?</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
<td>YES</td>
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<td>RECRUITMENT</td>
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<td>NO RESPONSE</td>
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<td>22</td>
<td>DOES YOUR OFFICE RECRUIT?</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
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<tr>
<td>23</td>
<td>IF YES, WHAT IS METHOD?</td>
<td>HIGH SCHOOL VISITATIONS, JUNIOR AND COMMUNITY COLLEGE VISITATIONS</td>
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<td>TABLE 2 CONTINUED</td>
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</tr>
<tr>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
<td>EASTERN MICHIGAN UNIVERSITY</td>
<td>MICHIGAN STATE UNIVERSITY</td>
<td>NORTHERN MICHIGAN UNIVERSITY</td>
<td>OAKLAND UNIVERSITY</td>
</tr>
<tr>
<td>24. IF NO, WHO DOES RECRUIT?</td>
<td>ADMISSIONS OFFICE</td>
<td>ADMISSIONS OFFICE</td>
<td>ADMISSIONS OFFICE</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>25. DO YOU HAVE LITERATURE ON OFFICE?</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>26. DO STAFF FROM YOUR OFFICE RECRUIT?</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>NO RESPONSE</td>
</tr>
</tbody>
</table>

FUNDING

<table>
<thead>
<tr>
<th>27. HOW IS OFFICE FUNDED?</th>
<th>INSTITUTION</th>
<th>INSTITUTION</th>
<th>INSTITUTION AND GRANTS</th>
<th>INSTITUTION AND GRANTS</th>
<th>INSTITUTION</th>
</tr>
</thead>
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<tr>
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<td>0</td>
<td>NO RESPONSE</td>
<td>0</td>
<td>24</td>
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</tr>
<tr>
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<td>0</td>
<td>NO RESPONSE</td>
<td>0</td>
<td>10</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>30. PERCENT OF FUNDING USED FOR CULTURAL EVENTS</td>
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<td>0</td>
<td>10</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>31. PERCENT OF FUNDING USED FOR PROGRAM DEVELOPMENT</td>
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<td>0</td>
<td>43</td>
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</tr>
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<td>NO RESPONSE</td>
<td>2.4</td>
<td>2</td>
<td>NO RESPONSE</td>
</tr>
<tr>
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<td>NO RESPONSE</td>
<td>0</td>
<td>2</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>34. PERCENT OF FUNDING USED FOR SUPPLIES</td>
<td>5</td>
<td>NO RESPONSE</td>
<td>8</td>
<td>5</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>35. PERCENT OF FUNDING USED FOR OTHER</td>
<td>0</td>
<td>NO RESPONSE</td>
<td>80 PERSONNEL</td>
<td>4</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>24. IF NO, WHO DOES RECRUIT?</td>
<td>UNIVERSITY OF MICHIGAN ANN ARBOR</td>
<td>UNIVERSITY OF MICHIGAN FLINT</td>
<td>WAYNE STATE UNIVERSITY</td>
<td>WESTERN MICHIGAN UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>ADMISSIONS OFFICE</td>
<td>NO RESPONSE</td>
<td>ADMISSIONS OFFICE</td>
<td>NO RESPONSE</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>25. DO YOU HAVE LITERATURE ON OFFICE?</th>
<th>UNIVERSITY OF MICHIGAN ANN ARBOR</th>
<th>UNIVERSITY OF MICHIGAN FLINT</th>
<th>WAYNE STATE UNIVERSITY</th>
<th>WESTERN MICHIGAN UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. DO STAFF FROM YOUR OFFICE RECRUIT?</th>
<th>UNIVERSITY OF MICHIGAN ANN ARBOR</th>
<th>UNIVERSITY OF MICHIGAN FLINT</th>
<th>WAYNE STATE UNIVERSITY</th>
<th>WESTERN MICHIGAN UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

**TABLE 2 CONTINUED**

<table>
<thead>
<tr>
<th>27. HOW IS OFFICE FUNDED?</th>
<th>UNIVERSITY OF MICHIGAN ANN ARBOR</th>
<th>UNIVERSITY OF MICHIGAN FLINT</th>
<th>WAYNE STATE UNIVERSITY</th>
<th>WESTERN MICHIGAN UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTION</td>
<td>GRANT:</td>
<td>INSTITUTION AND GRANTS</td>
<td>INSTITUTION AND PRIVATE</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>28. PERCENT OF FUNDING USED FOR SCHOLARSHIP</td>
<td>79</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>29. PERCENT OF FUNDING USED FOR RESOURCES</td>
<td>0</td>
<td>NO RESPONSE</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>30. PERCENT OF FUNDING USED FOR CULTURAL EVENTS</td>
<td>0</td>
<td>NO RESPONSE</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>31. PERCENT OF FUNDING USED FOR PROGRAM DEVELOPMENT</td>
<td>5</td>
<td>NO RESPONSE</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>32. PERCENT OF FUNDING USED FOR PROGRAM EVALUATION</td>
<td>0</td>
<td>NO RESPONSE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33. PERCENT OF FUNDING USED FOR RECRUITMENT</td>
<td>15</td>
<td>NO RESPONSE</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>34. PERCENT OF FUNDING USED FOR SUPPLIES</td>
<td>0</td>
<td>NO RESPONSE</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>35. PERCENT OF FUNDING USED FOR OTHER</td>
<td>1</td>
<td>NO RESPONSE</td>
<td>78 PERSONNEL</td>
<td>0</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Range Of Problems/Issues</th>
<th>Can Recruit</th>
<th>Cannot Recruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>f = 1</td>
<td>f = 1</td>
</tr>
<tr>
<td></td>
<td>Row % = 50</td>
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<tr>
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<td>Column % = 14</td>
</tr>
<tr>
<td></td>
<td>% of Total = 8</td>
<td>% of Total = 8</td>
</tr>
<tr>
<td></td>
<td>Row F = 2</td>
<td>Row F = 2</td>
</tr>
<tr>
<td></td>
<td>Column % = 29</td>
<td>Column % = 60</td>
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<td>% of Total = 25</td>
<td>% of Total = 25</td>
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<td>Row % = 100</td>
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<td>Column % = 29</td>
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<td>Column % = 20</td>
<td>Column % = 14</td>
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<tr>
<td></td>
<td>% of Total = 8</td>
<td>% of Total = 8</td>
</tr>
<tr>
<td></td>
<td>Row % = 20</td>
<td>Row % = 20</td>
</tr>
<tr>
<td></td>
<td>Column % = 29</td>
<td>Column % = 60</td>
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<tr>
<td></td>
<td>% of Total = 25</td>
<td>% of Total = 25</td>
</tr>
<tr>
<td></td>
<td>Row F = 2</td>
<td>Row F = 2</td>
</tr>
<tr>
<td></td>
<td>Column % = 20</td>
<td>Column % = 14</td>
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<td>% of Total = 8</td>
<td>% of Total = 8</td>
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<td>Row % = 20</td>
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<td>Column % = 29</td>
<td>Column % = 60</td>
</tr>
<tr>
<td></td>
<td>% of Total = 25</td>
<td>% of Total = 25</td>
</tr>
<tr>
<td></td>
<td>Row F = 2</td>
<td>Row F = 2</td>
</tr>
<tr>
<td></td>
<td>Column % = 20</td>
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<td>% of Total = 25</td>
</tr>
<tr>
<td></td>
<td>Row F = 2</td>
<td>Row F = 2</td>
</tr>
</tbody>
</table>

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.
Similarly, 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>
<thead>
<tr>
<th>Range Of Problems</th>
<th>Can Admit</th>
<th>Cannot Admit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>f=0</td>
<td>f=2</td>
</tr>
<tr>
<td></td>
<td>Row % = 0</td>
<td>Row % = 100</td>
</tr>
<tr>
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<td>Column % = 0</td>
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<tr>
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<td>% of Total = 15</td>
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<td>1</td>
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<tr>
<td></td>
<td>% of Total = 15</td>
<td>% of Total = 31</td>
</tr>
<tr>
<td>2</td>
<td>f=0</td>
<td>f=2</td>
</tr>
<tr>
<td></td>
<td>Row % = 0</td>
<td>Row % = 100</td>
</tr>
<tr>
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<td>% of Total = 0</td>
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<td>Column % = 20</td>
</tr>
<tr>
<td></td>
<td>% of Total = 8</td>
<td>% of Total = 15</td>
</tr>
</tbody>
</table>

f = frequency

Column f = 3  Column f = 10  Column f = 13
Column % = 23 Column % = 77

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

<table>
<thead>
<tr>
<th>RANGE OF PROBLEMS</th>
<th>LEVEL 1 (President)</th>
<th>LEVEL 2 (Vice-President)</th>
<th>LEVEL 3 (Dean)</th>
<th>LEVEL 4 (Chp/Dir.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image of Table 5" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

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

enclosures
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.

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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
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. ____________________

   B. ____________________

   C. ____________________

   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?

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________
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?
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____

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)
   B. Federal (soft)
   C. Private (donations)
   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
PROGRAM QUESTIONNAIRE

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.

Date

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)
   B. Federal (soft money)
   C. Private (donations)
   D. Other (specify)

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

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 ensuing information was drawn.

Richard Redden
Western Michigan University
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Introduction........................................page
Public Four Year Colleges and Universities in alphabetical order:

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Oakland University....................................page 4
University of Michigan-Ann Arbor....................page 4
University of Michigan-Flint..........................page 5
Wayne State............................................page 6
Western Michigan University........................page 6

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1. Central Michigan University
2. Eastern Michigan University
3. Ferris State College
4. Grand Valley State College
5. Lake Superior State College
6. Michigan State University
7. Michigan Technological University
8. Northern Michigan University
9. Oakland University
10. Saginaw Valley College
11. U of M, Ann Arbor
12. U of M, Dearborn
13. U of M, Flint
14. Wayne State University
15. Western Michigan University
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.
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. Liaison 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.
Oakland University
Rochester, MI 48063

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. Liaison/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

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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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Albright, R. College and the Minority Student, School and Society Journal, 1969, 97, 347-349.


