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ATTRITION AT FERRIS STATE COLLEGE
ANALYSIS AND RECOMMENDATIONS
WITH SPECIAL REFERENCE TO BLACK STUDENTS

By
TASK FORCE COMMITTEE

FERRIS STATE COLLEGE
Big Rapids, Michigan
July 1969

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INTRODUCTION

In the first century of this Nation's history, opportunity was associated with the frontier; the pioneer was the symbol of success. For much of the second century opportunity has been associated with expanding industrial enterprise; the self-made man has been the symbol of success. Today, opportunity must be found in a highly organized technological society; the scientist is the symbol of success.

Public schools are the principal means in our society for providing opportunity by developing mental skills and imparting knowledge. Their task is most critical for those groups which, through economic or cultural deprivation or social exclusion, are least able to transmit to their children the skills that will provide them with opportunity in our Nations today.¹

The above statement was made with particular reference to the elementary and secondary schools but it can definitely be applied to the colleges also, especially when one realizes that, of the number of high risk² students who are accepted into colleges, only an inconsequential number ever actually receive a degree or certificate.

Realizing that such a problem does exist in the nation as a whole and at his own school and realizing that such a problem contributes to the terrible racial and social strife of today, the President of Ferris State College, Victor F. Spathelf, made the following statement:

My conclusion in relation to the facts and my concern is that we can no longer delay coming to grips with the problem frontally in order to structure a vigorous institutional posture in fashioning a constructive format of action.³

1. James S. Coleman, and others, Equality of Educational Opportunity, Washington, D.C., 1966.

2. 'High risk' is here used to mean those students who have been economically, educationally, and culturally deprived and who therefore will be less likely to be able to finish college.

3. President Victor F. Spathelf, Memorandum to Academic Deans and Directors, Ferris State College, January 13, 1969.

Consequently he authorized this study of attrition and of the possible ways of retarding it.

His directions for the study were:

I would presume that the task force should study and analyze all institutional data we have pertaining to the problem. It may also conduct its own special studies. I would hope it would become knowledgeable about the programs and successful efforts of other institutions of relatively similar nature which have addressed themselves to this problem. The task force should have the privilege of bringing in consultants including knowledgeable, competent, high school counselors who can lend information and perspective to the study. At some point within the study, I would hope that it would involve a small select group of affected students to assist in a delineation of the problem being dealt with.⁴

In order to have a fair representation of each division, he asked each dean to appoint a faculty member from within his school as a member of a special Task Force (schools enrolling the largest numbers of students were to have two members and the other schools were to have one member).

At first the Task Force tried to decide exactly what particular groups under the broad title of "high risk" were to be studied. The registrar reviewed enrollment data for the Fall quarter, 1963 to determine if any significant number of additional ethnic groups, other than the black and white, were represented. A tabulation recorded voluntarily by students during the Fall registration identified the following: 12 American Indians (.1 percent), 11 American Orientals (.1 percent), and 15 Spanish Americans (.2 percent). It was deemed that the total number enrolled was too small in number for further study and analysis. Therefore, the study was restricted to the black and white students only but with the realization that these other groups would be able to benefit also from whatever constructive program(s) the Task Force would later develop.

4. Ibid.

After an initial meeting, in which the members discussed the problem, it was decided that a canvass of the whole spectrum and sufficient material for some definitive statements and conclusions would be provided by a study of the following areas:

- preparatory high schools
- recruitment of students
- entrance criteria
- predictability of academic achievement
- student retention at Ferris
- current tutorial services at Ferris
- current approaches to the remedial courses at Ferris
- attitudes of students (non-attrited and attrited) concerning their enrollment and attendance at Ferris
- demographic and academic characteristics of students at Ferris
- the success and non-success percentage of students in various courses offered at Ferris
- views of high school counselors
- comments and opinions of Ferris personnel
- opinions and facts given by persons who have worked with various aspects of this problem in the state of Michigan
- approaches of some of the other colleges and universities throughout the country to the problem

One of several members of the Task Force then took one or more of the above topics and made, according to whatever research method his academic judgement deemed best, as exhaustive and comprehensive a study as was possible. The general methods used were: analysis of school records, reading of secondary materials, statistical analysis, interviews, and correspondence with involved persons. The exact method and procedures for each section is explained in the text of that section.

After much study of the research data these following major problem areas and causes for attrition were identified:

1. Students come mostly from large (inner-city) poorly equipped high schools.
2. Some faculty members are insensitive to problems of high risk students and of black students, and need to be encouraged to help solve the attrition problem.
3. Financing is a major problem for many students, especially the high risk students who lose their financial aid because of low marks.
4. The present college orientation program is ineffective in meeting the needs of high risk and culturally distinct students.

5. Many students do not have specific goals and hence lack motivation and application.
6. High-risk students lack the special advisement that is necessary.
7. High-risk students cannot easily be assimilated into our present course program in their first quarter.
8. The black students need black counselors and teachers with whom to identify and go to for help in special areas.
9. Courses that are paced slower for probation students are non-existent (except in English 101R).
10. Courses of racial and contemporary concern are lacking.
11. Many students feel that the housing, feeding and security situations are unsatisfactory.
12. Most students feel that the Big Rapids community is not helpful.

All of these areas, after being defined, were again studied and specific recommendations for each were drawn up.

This study, as all studies do, has certain limits and constraints. While the only direction regarding the duration of the study was "to make it timely," the Task Force realized that the problem is one that is very urgent and one that needs some solutions (even though perhaps tentative) now. Therefore, the study was completed in as short an amount of time as proper research procedures would allow. Also, since the problem is relatively new, no prior extensive or definitive research⁵ had been done on present day attrition of high risk students in colleges, therefore, there were no basics from which to start. Finally, most of the people who were consulted had a very genuine and deep concern for the problem, but were either very emotionally involved or had only a generalized knowledge. Since research on the problem is in a state of flux, and the variables involved are so numerous, there appears to be no one leading authority.

Nevertheless it is hoped that this study: will give a clear and accurate picture of the problem, will help to instill in the readers a sympathy for the problem, and a desire to help in possible solutions. It is also hoped that it will provide valuable suggestions as to paths to follow for correction of

5. The Coleman Report, except for one section, concentrated on elementary and secondary education. (See footnote 1.)

the problem. In this manner, it might help lead to new, creative, and forward-looking, yet adequate solutions to the problem of the attrition of high risk students.

1.0 ATTRITION AND RECOMMENDATIONS

1.1 Reasons for Attrition

1.2 Task Force Recommendations

1.3 Observations and Recommendations from all Report sources

The personal recommendations of each Task Force member are reproduced in the Appendix but not identified.

1.1 REASONS FOR ATTRITION

Below is a listing of the reasons for attrition for high risk students (black and white) which have been compiled from all of the following studies and reports. It is intended that these several pages shall give the reader only the main outlines of the whole picture, therefore, all of the minute details and shadings have been omitted and must be found in the main text of this paper. The reasons which were chosen for mention were grouped under 11 headings which are presented in the probable chronological sequence in which a student would meet them; they are not in the order of their importance.

Home Environment

1. There is a breakdown in the family system of the black population; it is primarily matriarchal.
2. Blacks come from a lower socio-economic status.
3. Black parents do not tend to discipline or exert much upward motivational influence over the child.
4. There is little tradition of or exposure to books, magazines, or newspapers in the home. In fact, reading is rarely done outside the school.

Neighborhood

1. The population explosion forces many people to live together; also one person supports many others.
2. The inner-cities are economic islands which are moribund. Social and intellectual activities tend to decline to very low levels.
3. The lower class segments of our population tend to be violence ridden.
4. The adult black community is not education oriented.
5. Intelligence is used and valued more as a means of manipulating others than as a means of obtaining information or solving abstract problems.
6. Some black students have not had the social experiences which are essential for the interpretation and understanding of some course work, e.g. literature.

Primary and Secondary Schools and Teachers

1. Our current teacher education philosophy, methods, and concepts are oriented to small midwest towns, not to the conditions of middle-size and large cities.
2. Present-day education teaches very little self-discipline.
3. The majority of black students receive their college preparation from the large city district school.
4. In these large city district high schools the classes are large, the teachers less well-trained, and a general attitude that students will be passed along with minimal requirements seems to obtain.
5. College drop-outs had lower grades in high school.
6. SCAT, English, and math test scores indicate that whites are better prepared for college than are blacks.
7. Blacks recognize their deficiency in English and, less obviously, in reading.

Psychological Nature of Black Students

1. The blacks cannot very often attain the "norms" which the whites set.
2. There is developing a serious disbelief in white society on the part of the blacks.
3. The blacks resent the absence of black advisers and teachers.
4. Only 32 percent of the black students surveyed felt that Ferris did not measure up to their expectations because of the above and other reasons.
5. Only 43 percent intended to graduate; 45 percent of them intended to transfer to other schools.

Psychological Nature of All High Risk Students

1. They hold achievement values and standards that are not reflected in their actual achievement efforts.
2. The background of some students has been inadequate for the absorption and development of norms and standards which are requisite for success in college.
3. They have no concept of the academic difficulties which lie ahead; instead many think that college admission means automatic graduation.

4. Some students have no clear concept of what they are striving for and some don't know why they are in college.
5. Standards that are set too high to reach cause negative self-evaluations.
6. Their low self-concept develops poor motivation.

Financial Factors

1. Finances causes a continuing worry for many which can be fatal to the grade point average.
2. Fourteen percent of the females and 18 percent of the males are putting themselves through school, thus, less time is available for study.
3. The black students have less financial backing.

Orientation for College

1. High school guidance counselors are not often consulted nor available to black students unless they are in trouble. Therefore, many arrive at college without proper guidance backgrounds.
2. Traditional orientation activities are inadequate for the needs of these students.
3. A significant number did not have either a pre-term campus visit or summer orientation.
4. Thirteen percent did not take "Continuing Orientation"; 63 percent felt negatively about it; and 50 percent felt outrightly that it was not helpful.

Registration, Advisement, and Programming

1. A significant number (one fourth) selected Ferris because admission was easier than elsewhere and expenses were lower.
2. Many are not prepared and are enrolling under false pretenses; they are encouraged to enroll even though below standard in their preparation.
3. Athletes are recruited mainly on athletic ability, not academic ability.
4. The admissions policies and criteria used to determine the acceptability of an applicant may be biased negatively toward the black applicant.
5. They are initially placed in regular college courses without the proper background.
6. There is a failure of 48 percent to enroll in recommended remedial courses.
7. There is poor advisement by some of the faculty both at registration and throughout the term.

Course and Classroom Experience

1. Some had to take subjects of little or no interest to them.
2. Many black students wish to assume control over the socialization process they encounter in their on-campus lives.
3. Black students need more feed-back than the white students, more repetition of particular points by the teacher. They are not geared to absorb much information at one time.
4. High-risk students need more individualized help. They are characterized by: an inability to schedule study time; having poor study habits and no concept of self study.

Dormitory and Study Conditions

1. Forty-two percent found the living area group not helpful after residence.
2. Thirty-seven percent of the women and 30 percent of the men found study surroundings poor.

Campus, Social, and Town Environment

1. Totally surrounded by white society and requirements at college, the black student finds himself estranged and lonely.
2. Over three-fourths of the students feel that the Big Rapids community is not helpful.

1.2 TASK FORCE RECOMMENDATIONS

Below are the final recommendations made by the whole Task Force which were arrived at in the following manner: each member first wrote a list of his recommendations with the knowledge of his previous readings, impressions, and discussions along with reference to the data contained in this study. These were then circularized to all members who then met and discussed all of the recommendations at great length and finally voted to accept the following 14.

With regard to the individual recommendations: on some there was great unanimity; some were thought essential by only one or two members; some were specifically for black students because they are black and hence have their own uniqueness; and some were for high-risk students (black and white). All of these individual recommendations are reproduced in Appendix 4.1, unidentified.

These Task Force recommendations are presented immediately after the major problem areas and causes for attrition that were identified by the Task Force. They are in order similar to the chronological order in which students would meet or be effected by them. They do not appear in the order of their importance.

Problem 1. Many of our students come from poor high schools.

1. That the Ferris administration request that Michigan State Board of Education to study the problems of the high-risk black students at the point where those problems, at least in their academic application, appear and often are compounded, namely in the "inner-city" high schools. Hopefully, were such a request to be implemented, the situation which exists at Ferris, and in all other similar institutions in Michigan, of admitting poorly-prepared students, then giving them remedial courses attempting to rectify the errors and omissions of the high schools, would be modified not only with beneficial effects for the student and the college but also for the Michigan taxpayer.

2. That the Ferris administration initiate discussions with officials of other Michigan higher education institutions through the agency of the Michigan State Department of Education or other organizations of stature, on the concept of establishing one or more off-campus centers (wherever large numbers of high-risk students are concentrated) for: centralized academic testing, intellectual conditioning for college through orientation programs, the dissemination of information about Michigan colleges, entrance requirements, and all other facts. Based on its experience, such a center could develop prototype preparatory and orientation programs for installation in high schools and colleges.

Problem 2: Some faculty members are insensitive to the problems of high risk students and of the black students, and need to be encouraged to help solve this attrition problem.

3. That there be included in the faculty orientation week program several sessions devoted to the background and characteristics of black and disadvantaged students and a discussion of methods of:

- a. the teaching of and more effective communication with such students,
- b. the modifying of contemporary course material to make it more suitable for such students.

4. That the present faculty awards committee should be expanded to include a sub-group which would consider the granting of awards for innovations pertaining to instruction of high-risk students, particularly the black student groups and attempting to utilize black terminology and approaches.

Problem 3: Financing is a major problem for many students, especially the high-risk students who lose their financial aid because of low marks.

5. That the administration restudy the problem of financing high-risk disadvantaged students, divorcing the financing from the HPA to permit financial support of the students who fail, for at least the first term, to maintain the related HPA average. The criteria for case applications would be determined by administrative personnel.

Problem 4: The present college orientation program is ineffective in meeting the needs of high-risk and culturally distinct students.

6. That the present Orientation course be eliminated and pre-registration orientation days program be expanded to one full week with the attendance required of all entering students and with the present one-quarter hour credit retained. This orientation week to be repeated for each term. This program would be administered by a volunteer corps of teachers or teachers especially selected for their belief in the need for and interest in such a program.

The contents of this course would include not only its present elements but also those which would:

- a. give clarification beyond question of all academic programs and single special course offerings;
- b. give all details of the student's relationship to his department and responsibilities regarding taking his courses within the programs;
- c. give instruction on how to study, the use of all supplementary facilities, where they are, what they look like, and how to use them;

- d. destroy all myths about college and replace them with realities;
- e. provide for both black and white students, at least one or more indoctrination lectures on the origins of current urban-racial problems and the meaning of belonging to the opposite group.

Problem 5. Many students do not have specific goals and hence lack motivation and application.

7. That as a means of improving motivation in the high risk and disadvantaged students, the administration consider methods and/or procedures which will emphasize the means by which career choice can be facilitated.

An example of the concept of this recommendation can be noted in Psychology 201 (Vocational and Educational Planning). It is also suggested that such students would be permitted to register in the introductory courses in curricula other than the expressed major of the particular student.

Problem 6. High-risk students lack the special advisement that is necessary.

8. That the advisement of the academic high-risk and culturally disadvantaged students be concentrated within a college-wide advisory corps, the faculty members of which would be specialists in this area. To prepare them for this task they should receive special training and to compensate for this effort there would be some remission of their teaching load.

Problem 7. High-risk students cannot be assimilated at first into our present course program.

9. That, because of the addition to the Ferris student family of a large number of high-risk and disadvantaged students (who do not fit the definition of maturity and earnestness of purpose and aptitude) Ferris decide whether or not it wishes to establish an intensive remedial program to accommodate these students.

Should the decision be to establish such a special program, the following proposals are put forward for consideration:

- a. The establishment of a Vestibule Program. This would consist of a ten-week summer program the purpose of which would be to orient the student to the college and the community, to improve English vocabulary, study skills, and reading ability, and give a vocational survey.
- b. The College Guidance Advisory Committee should meet bi-weekly to devote a major part of its agenda to the problems of the high-risk, disadvantaged student group.
- c. The Ferris philosophy be sustained and its application be buttressed by:
 - (1) the revision of present pre-entrance testing procedures which would divide entrants into three classes: high-risk, probation, and qualified. The tests would be administered prior to admittance and the applicant notified of his classification.
 - (2) the creation of a new program (designated, hereafter, as Program A).¹ This would include courses which, in the section of this report entitled Course Success/Non-Success Experience of 234 Ferris Black Students, revealed a high success ratio. Having these pulled together into one program might offer the greatest probability of success in the first term. Some such courses are Physical Education, Health Education, Music, Speech and the remedials (English 100, Mathematics 100, Reading Improvement).

All courses included in the program would carry academic credit of sufficient weight to make the successful completion of the program a significant accomplishment towards a certificate or degree program.

The program would be entirely structured to meet a maximum of 40 hours per week. All work would be performed during the day hours with no evening preparations. It would be taught by a special corps of teachers with special interest in this group. The

¹The TAA and SBS groups, because of the special nature and limited vocational objectives of the courses taught therein, would be permitted to request exemptions of their students from this Program A. In other words, admission to the TAA and SBS would not require completion of Program A. It is further suggested that the SBS and TAA in such of their programs as suggested by the heads of these departments, should be permitted to eliminate academic requirements in the trade-performance courses only. In those programs which are only trade-related, the academic requirements would be retained.

class groups would be kept small in order to permit a close acquaintanceship between the students and the students and teacher. This program would be supported by a structured arrangement of tutoring and counseling. Black tutors should be included in this group. No deviation from the program would be permitted.

- (3) the requirement that
- (a) the high-risk group be required to register, without exception, for program A and to attend the new Orientation program proposed in Recommendation 6. This would emphasize their identity with the other groups on campus as well as providing them with the vital instruction included in the Orientation program.
 - (b) the probation group be required to register in the specified Remedial Classes and for the Orientation program.
 - (c) the qualified group, in addition to registering in the regular programmed courses, also be required to register for the Orientation program.

Problem 8. The black students need black counselors and teachers to identify with and to go to for help in certain areas.

10. That black counselors and teachers be secured.

Problem 9. Courses that are paced slower for probation students are non-existent (except English 101R).

11. That the concept of the "R" courses be extended to the other disciplines. Specifically this means that at least an extra hour per week be added to the basic course wherever applicable.

Problem 10. Courses of racial and contemporary concern are lacking.

12. That the administration inspire the establishment of two additional categories of courses which would permit the injection of elements of broad racial appeal. The first of these would be:

- a. One or more integrated courses in which reading, writing, social studies, and humanities would be related. This would be a group-teacher project in which "high-risk" students as well as all other students would be admitted. Such an "American culture" course should include references to black history so as to increase the interest of black students in the program and to acquaint white students with this aspect of our American heritage.

b. To develop courses which

- (1) would deal with a part of the students' backgrounds; hence be courses in which they have had some "living" experience(s);
- (2) would be concerned only with what is contemporary in the various disciplines e.g. jazz.
- (3) would challenge the interest level of the student (black and white), make him want to learn more of his culture and thus serve as an incentive to make him read. Although these courses should not be designed primarily for black students they should be taught with characteristics of black students and high-risk students in mind, i.e., short assignments, frequent testing, and a series of small challenges which must be met. It would seem advisable to allow these courses to fulfill the requirements for humanities, sociology, and history courses in the various programs wherever appropriate.

Problem 11. Many students feel that the housing, feeding and security situations are not satisfactory.

13. That the housing-feeding-security structure be reviewed. (See Comments and Opinions of Informed Ferris Personnel.)² There is strong subjective evidence from the material in this report that the present method of securing housemothers and resident assistants (consideration must be given to racial attitudes in the selection of all personnel), and the methods of control of students with regard to living facilities, needs to be reviewed. The present program seems to be one of the contributory factors to student unrest and misunderstanding. According to the answers received in the questionnaire sent to those who had attrited from Ferris, dormitory conditions and regulations comprised the largest single factor for all students in which Ferris did not measure up to expectations.³ As to their replies to the question, "What would have helped you remain at Ferris?", both black and white males indicated better dormitory conditions. It would seem advisable to review thoroughly present practices with a view

2. Note page 103.

3. Note page 79.

to restructuring specific regulations and controls for students living in college housing. Also, it would seem appropriate to say to all students: "Living in college housing is completely voluntary. You do not have to. But if you do, you must conform to these rules." In contrast with the present situation, violations of dormitory regulations could be dealt with by dismissal from the dormitory rather than by dismissal from the college.

While it is not advocated that a "black dorm" be established, there is evidence in the report of a tendency of the black students to come together, probably to secure a sense of comfort and community. This might contribute to improved academic work although the mere being together could also contribute to the spending of a disproportionate amount of time on non-academic pursuits and increase disaffection. Nevertheless, the suggestion is that the establishment of one dormitory with black housemothers, and black R.A.'s might be considered. Thus black students could have some considerable degree of choice between such a dormitory and assignment elsewhere. The choice factor would eliminate the charge of segregation but still permit the securing of the easier administration of tutorial and counseling service.

Problem 12. Most students feel that the Big Rapids community is not helpful. 14. That the Ferris administration recognize the problem of the poor Ferris-Big Rapids relationship and study feasible remedial measures. The replies in both the questionnaires administered to the control group of students and that given to the attrited students revealed grave dissatisfaction with their relationships with the town. It might not be amiss to repeat the statistics. The control group returns revealed the following as receiving a "not helpful" first impression of Big Rapids:

black males	62%	black females	76%
white males	57%	white females	58%

The responses of "not helpful" after a period of residence in Big Rapids was as follows:

black males	81%	black females	72%
white males	63%	white females	55%

The response of the attrited group revealed the following percentages as regarding Big Rapids as not having been helpful:

black males	95%	black females	71%
white males	85%	white females	67%

It is probable that the factors which create this lack of relationship and regard for Big Rapids are important reasons for attrition of both white and black groups but particularly of the black segment. While it is usual, apparently, for a college community to be at odds with the townspeople the statistics suggest that, in this case, the gap is wider than is usual.

Some suggestions for specific remedial action can be noted in the statements of the individual Task Force members in Appendix 4.1 and which should be read in order to note the possibilities which are available.

1.3 OBSERVATIONS AND RECOMMENDATIONS FROM ALL REPORT SOURCES

1. Pre-College

a. Preparatory Schools

1. The Committee for Economic Development (CED) recommends new sub-collegiate institutions, perhaps utilizing an inter-collegiate approach.
2. The students have poor subject preparation, poor reading habits and very poor vocabulary. Attentive listening was not insisted upon in the high school.
3. A black student is a victim of inadequate educational experience. He does not have much access to libraries (school or public), and he is limited as to the amount of reading material in the home.
4. Black students that attend white schools are better prepared for college than those students from the ghetto. They are also better able to cope with college requirements and social forms.
5. Students from the ghetto are one and one-half to four years behind the white person in college preparation.
6. A centralized college admissions center (Detroit) should be established. It would concentrate on scholastic testing, admissions, preparatory courses, guidance to the school most suited to the particular student, and the best curriculum suited for him. It might also offer college orientation or remedial courses on a highly specialized basis.
7. A special 'prep' school should be established to assist special students to make the transition to a college environment.

b. High School Counselors

1. High school counselors should stimulate interest in some area of useful post-high school study.

2. Ferris admissions officers should recommend that Michigan college admissions officers collectively recommend strongly to all the Michigan high school principals and counselors that they begin college orientation sessions strongly at 9th grade level and continue each year with special emphasis in 11th and 12th grade years.
3. Instruct admissions officers: (a) to ask high school counselors and principals to insist that students picking Ferris study the catalog carefully before choosing Ferris; (b) to ask high school principals and counselors to increase instruction in how to study and in orientation for college stress how to study.

c. Financing

1. Poor students attending college should be granted a form of guaranteed income.
2. The financial aids policy should be revised.
3. A student should not lose financial aid because of low grades; when this aid is lost many drop-out.

II. Ferris Reception

a. Admissions

1. Black recruiters or undergraduates are preferable and should be used in the recruiting of black students.
2. If a student has a poor first year but is granted permission to continue his education, it is suggested that he be allowed to begin his second year without his first-year grade average.
3. More student advisory, counseling, tutorial, and vestibule programs should be developed.
4. A student should not be denied re-admission on the basis of his first quarter. With counseling and encouragement during a second quarter, the student may be salvaged and redirected in his goals.
5. Remedials have to be placed on a must basis. The faculty should be indoctrinated with the need for insistence upon remedials and the need to refer to test results. Research should be done on why some who are recommended for the courses do not take them.

b. Counseling

1. Disadvantaged students require more direction in counseling.
2. Black students relate better to counselors or assistants of their own race.
3. The poor counseling for higher education (both at home and in the school) should be improved.
4. In college, students are faced with a much higher level of academic requirements within strange social surroundings; also the blacks have no black counselors, professors, nor social retreats.
5. Many students are improperly advised.
6. Ferris should have black counselors so the student could turn to him for assistance in both academic and social spheres.
7. Black instructors and counselors would give the black students a different success image.
8. More individualized help is needed for the black students.
9. There should be one black counselor for every 30 students and this relationship between student and counselor should continue throughout the student's college career.
10. All students should be taught to budget study time out of the classroom.
11. Students should be given the "real picture" of programs before coming to Ferris.
12. Students, especially the disadvantaged and black, need intensive counseling.
13. Assistance in course selection during the first registration should be improved.
14. Special academic counseling should be given to black students preferably by black counselors and definitely by someone other than just a programmer.
15. Pre-admissions counseling should stress all needs: financial, social, and educational.
16. The college should have special supportive help for the black student.

c. Programming

1. SCAT Code 1 and 2 black students should have a reduced credit load of 12 hours, and their school days should be from 10 to 12 hours long.
2. Working with students in group dynamics should be stressed.
3. Para-professional careers (e.g., teacher's aide) might be developed.
4. The curriculum should begin where the students are.
5. Students in remedial classes are in greater need of and should receive social, psychological, and financial reinforcement instead of non-credit remedial programs.
6. Programs must be more practical.
7. Students should have a more realistic understanding of their goals and hopes for achievement.
8. Blacks do well in vocational education, and social studies, and hence, should be encouraged in these areas.
9. Black studies programs show that the university cares about the blacks and is paying attention to them; therefore, such programs should be initiated.
10. Ferris should develop a five-year program with "unconventional requirements" during the first year.
11. Additional four-year degree programs should be offered so as to decrease the number of transferees.
12. Some students need better scheduling, e.g., some are put into all three remedial courses, Physical Education, Orientation, and then Biological Science. They pass all classes except Biological Science, and this one failure puts them below a 2.00.
13. Colleges should have more realistic periods of training and learning.

d. General Administrative Rules

1. A modified, less rigid set of academic regulations which would not hold to the traditional credit limitations or probationary sanctions may be helpful.
2. There should be no last date for withdrawing from a class.

e. Course Content

1. Black studies should be incorporated into all classes where such studies might be relevant, (i.e. history, economics, psychology, and sociology), since many of the problems in the black society begin with the ignorance and insensitivity of the white society.

III. Remedial/Orientation - Tutor

a. Remedial and Orientation

1. Twelve hours of regular courses are preferable to "dumbbell" classes.
2. Developmental reading should be stressed in the English Department as well as the Reading Center.
3. Phonics should be part of the remedial reading program.
4. Because of the non-credit remedial courses, blacks begin college with an attitude of resentment and a sense of being discriminated against. Ways of lessening these attitudes and feelings should be devised.
5. Blacks and disadvantaged students should definitely be made aware of the careers and jobs which are available.
6. Blacks should be made aware that vocational opportunities in each major field do exist and are open to them.
7. The meaning of probation with reference to academic standing, (how one is put on probation and how one is removed from probation) should be made absolutely clear to all students.
8. Orientation should include: how to study, relationships with fellow students, and group discussions. Students (black and white) who have completed a term could be used in orientation programs.
9. Remedial class sizes should be kept small and individual conferences should be encouraged.
10. The common uses of math should be demonstrated.
11. The structure of the English course becomes a deterrent because of the students' reading difficulties.
12. A three part concept for teaching remedial English grammar which could be used is:
 - a. study of grammar and sentence structure,
 - b. idea of sentence combinations,
 - c. development of the paragraph.

A student would receive one credit for three terms on a pass/fail grade basis.

13. Students should study a foreign language in order to learn the structure of language itself.
14. English should be taught as a foreign language to students from sub-cultures with unique modes of communication.
15. Honor points should be given for remedial work.
16. The reading ability of many students must be greatly improved before they can have a chance of succeeding.
17. "Study Skills" courses should be developed.
18. Reasons why English 100 was not considered helpful by 57 percent of the black females and why 52 percent of them found Reading Improvement not helpful should be investigated.
19. The reasons why both white and black, male and female found the required Continuing Orientation course not helpful to a serious degree should be studied.
20. It is suggested that each department re-check and analyze its remedial programs in the following lights:
 - a. Are all those who should be taking the courses taking them?
 - b. Are the courses long enough in duration?
 - c. Are the courses geared to all the subsequent courses which the students will be taking?

All teachers and counselors should emphasize the relation between remedials and career goals.

b. Tutor

1. Advanced undergraduates may make very good tutors and therefore should be utilized.
2. All current Ferris tutorial and remedial services should be reviewed and possibly intensified and expanded.
3. Organized campus visits must be encouraged more.
4. Tutoring programs just for black students and disadvantaged students must be started.
5. Early in the year, students needing academic help must be identified. Voluntary teachers could be used to assist them.

IV. Faculty and Teaching

1. A student needs to be conditioned by having a job assigned to him which he definitely must carry out.
2. Teachers should encourage more reading outside the classroom.
3. There should be faculty exchanges between white and black colleges, e.g., the relationship between Tuskegee Institute in Alabama and the University of Michigan.
4. Teachers need to make it known that the student can learn.
5. The instructions should be tailored to the student not the school.
6. Students could be assigned to work programs outside the school for "on-the-job" training.
7. Blacks need more repetition by the teacher; they learn best with short stops and frequent tests. Teachers should incorporate these facts in their teaching.
8. The necessity for attending classes should be stressed to the blacks and the disadvantaged students.
9. Blacks should be encouraged to ask questions in class and participate in class discussions.
10. Teacher orientation programs should be developed which give the teacher sensible knowledge about the minority groups.
11. The lecture method of teaching is the most ineffective method of learning for everyone; reasoning with discussion should be used instead.
12. Blacks feel instructors only tolerate them because of legal requirements; the causes for this should be eradicated.

V. Social

1. Counselors should see that the dorms become a home away from home and that satisfying personal relationships are developed.
2. Special living arrangements and counselors may be needed.
3. Better relations in residence halls are needed - racism should be expurgated.
4. Reasons should be found why 46 percent of the black males found living area personnel unhelpful after being at Ferris for a time although only 42 percent of them described their first impression of the living area personnel as unhelpful; and why 42 percent of the black females found the living area personnel as unhelpful after Ferris residence although 52 percent of them described their first impressions as not helpful.

5. As part of the dormitory social programs, people should study means of increasing social contact - mobility, etc., perhaps using the fraternity and sorority system in joint programs.
6. An investigation should be launched into the helpful/unhelpful split (almost 50/50) with regard to dorms. Why did 50 percent (especially the males) not find living area personnel helpful?
7. Social officials should actively recruit all black students to participate in all college functions.
8. The reasons why both white and black, male, and female, found the study surroundings conditions poor should be investigated.

VI. Psychological (self-image)

1. Ferris should make use of group procedures to increase self-understanding and to demonstrate how practical successes are related to motivations, aspiration, and interest.
2. All efforts should be made to make blacks feel that there is a place for them in the world.
3. Black and disadvantaged students need parental inspiration toward higher education.
4. Blacks have little faith that there is any real concern for them as persons with political and moral rights equal to those of the whites.
5. Disadvantaged students need reassurance in following through to success.
6. Blacks need a higher self-concept of themselves.
7. Ferris should have a "big brother" or "big sister" program.
8. Blacks cannot adjust to pressures and expectations of a college oriented to a white society.
9. The administration of Ferris should recognize the significant difference between the black and white groups (whether attrites or non-attrites) and keep this factor in mind as an important element in all planning.
10. Courses in Afro-American history could create better self-images for the blacks.

VII. Town Relationship

1. The community and the university must work together.
2. Blacks have been forewarned that Ferris is not a good school for them, and so a public relations program is needed.
3. The administration of Ferris should acquaint a group of Big Rapids citizens with the findings revealed and ask them to study and implement methods of improving the Ferris-Big Rapids relationships.

VIII. Image of Ferris

1. A committee should examine the reasons why 39 percent of the black males and 53 percent of the black females intend to transfer.

2.0 ANALYSIS OF ATTRITION, PRESENT REMEDIES, COURSE EXPERIENCE

- 2.1 Student Retention Analysis
- 2.2 The Preparatory High Schools
- 2.3 A Study of Attitudes of "Non-Attrited" and "Attrited" Students
- 2.4 An Examination of Certain Academic and Demographic Attributes of Ferris Students
- 2.5 Comments and Opinions of Informed Ferris Personnel
- 2.6 Attrition in Relation to Remedial Course Recommendations and Enrollment
- 2.7 The Remedial Courses
- 2.8 Current Preparatory and Tutorial Services
- 2.9 Course Success/Non-Success Experience of 234 Ferris Black Students

2.1 STUDENT RETENTION ANALYSIS

1968-69 Academic Year

This analysis was undertaken to determine the number and percentage of students continuing from Fall term 1968 through Spring term 1969. The official enrolled lists were analyzed to identify attrition,* if any, from term to term. These data are presented fully in paragraphs and tables following the summary.

Summary

74.87 percent of the 8,200 students (or 6,139), enrolled in the Fall term, continued through the Spring term. White student population retention was 75.6 percent compared with 60.93 percent for the black student population for the same period.

When considering "new to college" versus "previous college experience," there was no evidence to show that experience was a critical factor in student retention. No attempt was made to determine the number of losses through graduation and planned transfer. The following table restates the retention experience and also shows the rates of attrition:

* Understood to mean, in this context, as a decline in number enrolled.

Table I
RETENTION AND ENROLLMENT DECLINE OF BLACK
AND WHITE FERRIS STUDENTS

<u>Term</u>	<u>Black Students</u>	<u>White Students</u>	<u>All Students</u>
Fall, 1968 Enrollment	366	7,834	8,200
Spring, 1969 Enrollment	223	5,916	6,139
Enrollment decline all reasons	143	1,918	2,061
Enrollment decline as % of total Fall Enrollment	39.07%	24.4%	35.13%
Retention as % of total Fall Enrollment	60.93%	75.6%	74.87%

Source: Ferris Admission Office

The Data

The data are presented in a manner which reveals the enrollment pattern of black and white students separately. The following categories were established: Total Student Population, FTIAC¹, and Other Than FTIAC.

¹ First time in any College

Total Student Population and Overall Retention Experience.

When a comparison is made between black and white students on a population base such as this, a percentage evaluation becomes the most effective means for analysis.

Institutionally the white student population continued at a higher percentage level from Fall to Winter and from Winter to Spring, thus reflecting a considerably larger percentage of retention from Fall to Spring than observed among the black population. The total school retention rate was 74.87 percent. It is interesting to note, therefore, that the black students, enrolled in the School of Health Sciences and Arts for the Spring term, had a slightly higher rate of retention (78.6 percent). This percentage was 1.3 percent higher than the white students (77.3 percent) and higher than the total school percentage for the Spring (77.3 percent). With this lone exception, however, black student retention was less than that of white students in all other terms and in each of the remaining schools and in the Division of Education.

Black female enrollees have a higher retention than black males. Conversely white males have a slightly higher retention percentage than white females.

TABLE II
TOTAL STUDENT POPULATION

		BLACK			WHITE			TOTAL		
<u>ENROLLED FALL</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS		55	34	89	2036	562	2598	2091	596	2687
GENERAL ED.		88	98	186	1291	731	2022	1379	829	2208
PHARMACY		6	2	8	424	97	521	430	99	529
T.A.A.		49	4	53	1363	212	1575	1412	216	1628
EDUCATION		6	10	16	393	148	541	399	158	557
H.S.A.		7	7	14	188	389	577	195	396	591
TOTAL		211	155	366	5695	2139	7834	5906	2294	8200
<u>ENROLLED WINTER</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS	Number	35	27	62	1741	470	2211	1776	497	2273
	% of Prev. $\frac{1}{4}$			69.7			85.1			84.6
GENERAL ED	Number	63	73	136	1077	598	1675	1140	671	1811
	% of Prev. $\frac{1}{4}$			73.1			82.8			82.0
PHARMACY	Number	5	-	5	396	88	484	401	88	489
	% of Prev. $\frac{1}{4}$			62.5			92.9			92.4
T.A.A.	Number	35	4	39	1131	178	1309	1166	182	1348
	% of Prev. $\frac{1}{4}$			73.6			83.1			82.8
EDUCATION	Number	3	8	11	374	129	503	377	137	514
	% of Prev. $\frac{1}{4}$			68.8			93.0			92.3
H.S.A.	Number	3	7	10	172	333	505	175	340	515
	% of Prev. $\frac{1}{4}$			71.4			87.5			87.1
TOTAL	Number	144	119	263	4891	1796	6687	5035	1915	6050
	% of Prev. $\frac{1}{4}$	68.2	76.8	71.9	85.9	84.0	85.4	85.3	83.5	84.8
<u>ENROLLED SPRING</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS	Number	28	22	50	1568	397	1965	1596	419	2015
	% of Prev. $\frac{1}{4}$			80.6			88.9			88.6
	% of Fall			56.2			75.6			75.0
GENERAL ED	Number	51	64	115	935	533	1468	986	597	1583
	% of Prev. $\frac{1}{4}$			84.6			87.6			87.4
	% of Fall			61.8			72.6			71.7
PHARMACY	Number	5	-	5	383	84	467	388	84	472
	% of Prev. $\frac{1}{4}$			100.0			96.5			96.5
	% of Fall			62.5			89.6			89.2
T.A.A.	Number	29	3	32	915	147	1062	944	150	1094
	% of Prev. $\frac{1}{4}$			82.1			81.1			81.2
	% of Fall			60.4			67.4			67.2
EDUCATION	Number	4	6	10	380	128	508	384	134	518
	% of Prev. $\frac{1}{4}$			90.6			101.0			100.8
	% of Fall			62.5			93.9			93.0
H.S.A.	Number	4	7	11	157	289	446	161	296	457
	% of Prev. $\frac{1}{4}$			110.0			88.3			88.7
	% of Fall			78.6			77.3			77.3
TOTAL	Number	121	102	223	4338	1578	5916	4459	1680	6139
	% of Prev. $\frac{1}{4}$	84.0	85.7	84.8	88.7	87.9	88.5	88.6	87.7	88.3
	% of Fall	57.3	65.8	60.9	76.2	73.8	75.5	75.5	73.2	74.9

First Time in Any College

A characteristic of the white and black students in the FTIAC group is the fact that none had previous college experience of any kind. While it was not established in this particular study, it is assumed that most were recent high school graduates.

Retention of FTIAC students for all three terms was higher (77.8 percent) than that for Total Student Population (74.9 percent) as identified in Table I. This pattern was true for both the black and the white students.

Among the several schools, white student retention was highest in the School of Pharmacy (87.1 percent) and lowest in the School of Health Sciences and Arts (70.3 percent). Black student retention was highest in the School of Business (71.1 percent) and lowest in the Division of Education (33.3 percent).

When combining black and white students together the FTIAC group achieved a higher retention (77.8 percent) than the Total Student Population Experience (74.9 percent) and the Other Than FTIAC group (73.4 percent).

TABLE III
FIRST TIME IN ANY COLLEGE POPULATION

School	BLACK			WHITE			TOTAL		
	ENROLLED FALL								
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS	21	17	38	424	284	708	445	301	746
GENERAL ED.	34	48	82	509	365	874	543	413	956
PHARMACY	1	1	2	93	34	132	99	35	134
T.A.A.	23	-	23	432	103	535	455	103	558
EDUCATION	3	-	3	36	31	67	39	31	70
H.S.A.	2	2	4	49	190	239	51	192	243
TOTAL	84	68	152	1548	1007	2555	1632	1075	2707

School	ENROLLED WINTER									
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
BUSINESS	Number	15	16	31	353	255	608	368	271	639
	% of Prev. $\frac{1}{4}$			81.6			85.9			85.7
GENERAL ED	Number	28	39	67	459	328	787	487	367	854
	% of Prev. $\frac{1}{4}$			81.7			90.0			89.3
PHARMACY	Number	1	-	1	91	30	121	92	30	122
	% of Prev. $\frac{1}{4}$			50.0			91.7			91.0
T.A.A.	Number	13	-	13	371	87	458	384	87	471
	% of Prev. $\frac{1}{4}$			56.5			85.6			84.4
EDUCATION	Number	1	-	1	33	26	59	34	26	60
	% of Prev. $\frac{1}{4}$			33.3			88.1			85.7
H.S.A.	Number	1	1	2	43	161	204	44	162	206
	% of Prev. $\frac{1}{4}$			50.0			85.4			84.8
TOTAL	Number	59	56	115	1350	887	2237	1409	943	2352
	% of Prev. $\frac{1}{4}$	70.2	82.4	75.7	87.2	88.1	87.6	86.3	87.7	86.9

School	ENROLLED SPRING									
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
BUSINESS	Number	13	14	27	312	222	534	325	236	561
	% of Prev. $\frac{1}{4}$			87.1			87.8			87.8
	% of Fall			71.1			75.4			75.2
GENERAL ED	Number	22	32	54	432	307	739	454	339	793
	% of Prev. $\frac{1}{4}$			80.6			93.9			92.9
	% of Fall			65.9			84.6			82.9
PHARMACY	Number	-	-	-	87	28	115	87	28	115
	% of Prev. $\frac{1}{4}$			-			95.0			94.3
	% of Fall			-			87.1			85.8
T.A.A.	Number	10	-	10	327	72	399	337	72	409
	% of Prev. $\frac{1}{4}$			76.9			87.1			86.8
	% of Fall			43.5			74.6			73.3
EDUCATION	Number	1	-	1	28	28	56	29	28	57
	% of Prev. $\frac{1}{4}$			100.0			94.9			95.0
	% of Fall			33.3			83.6			81.4
H.S.A.	Number	1	1	2	35	133	168	36	134	170
	% of Prev. $\frac{1}{4}$			100.0			82.4			81.6
	% of Fall			50.0			70.3			70.0
TOTAL	Number	47	47	94	1221	790	2011	1268	837	2105
	% of Prev. $\frac{1}{4}$	79.7	82.9	81.7	90.4	89.1	89.9	90.0	88.8	89.5
	% of Fall	56.0	69.1	61.8	78.9	78.5	78.7	77.7	77.9	77.8

Other Than FTIAC

This group is comprised of continuing students from Spring and Summer terms, former returning students following the lapse of a term or more and transfer students from other colleges. A commonality within this group is the fact that each has had previous college experience.

These data do not support the thesis that previous college experience results in a higher retention rate. In fact just the opposite is apparent here. Other than FTIAC students had a retention of 73.4 percent compared with 74.9 percent of Total Student Population and 77.8 percent for the FTIAC. Thus this group placed last, or had the lowest retention rate.

TABLE IV

OTHER THAN F. T. I. A. C.

		BLACK			WHITE			TOTAL		
<u>ENROLLED FALL</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS		34	17	51	1612	278	1890	1646	295	1941
GENERAL ED.		54	50	104	782	366	1148	836	416	1252
PHARMACY		5	1	6	326	63	389	331	64	395
T. A. A.		26	4	30	931	109	1040	957	113	1070
EDUCATION		3	10	13	357	117	474	360	127	487
H. S. A.		5	5	10	139	199	338	144	204	348
TOTAL		127	87	214	4147	1132	5279	4274	1219	5493
<u>ENROLLED WINTER</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS	Number	20	11	31	1388	215	1603	1408	226	1634
	% of Prev. $\frac{1}{4}$			60.8			84.8			84.2
GENERAL ED.	Number	35	34	69	618	270	888	653	304	957
	% of Prev. $\frac{1}{4}$			66.3			77.4			76.4
PHARMACY	Number	4	-	4	305	58	363	309	58	367
	% of Prev. $\frac{1}{4}$			66.7			93.3			92.9
T. A. A.	Number	22	4	26	760	91	851	782	95	877
	% of Prev. $\frac{1}{4}$			86.7			81.8			82.0
EDUCATION	Number	2	8	10	341	103	444	343	111	454
	% of Prev. $\frac{1}{4}$			76.9			93.7			93.2
H. S. A.	Number	2	6	8	129	172	301	131	178	309
	% of Prev. $\frac{1}{4}$			80.0			89.1			88.8
TOTAL	Number	85	63	148	3541	909	4450	3626	972	4598
	% of Prev. $\frac{1}{4}$			69.2			84.3			83.7
<u>ENROLLED SPRING</u>										
School		Men	Women	Total	Men	Women	Total	Men	Women	Total
BUSINESS	Number	15	8	23	1256	175	1431	1271	183	1454
	% of Prev. $\frac{1}{4}$			74.2			89.3			89.0
	% of Fall			45.1			75.7			74.9
GENERAL ED.	Number	29	32	61	503	226	729	532	258	790
	% of Prev. $\frac{1}{4}$			88.4			82.1			82.5
	% of Fall			58.7			63.5			63.1
PHARMACY	Number	5	-	5	296	56	352	301	56	357
	% of Prev. $\frac{1}{4}$			125.0			97.0			97.3
	% of Fall			83.3			90.5			90.4
T. A. A.	Number	19	-	19	588	75	663	607	75	682
	% of Prev. $\frac{1}{4}$			73.1			77.9			77.8
	% of Fall			63.3			63.8			63.7
EDUCATION	Number	3	6	9	352	100	452	355	106	461
	% of Prev. $\frac{1}{4}$			90.0			101.8			101.5
	% of Fall			69.2			95.4			94.7
H. S. A.	Number	3	6	9	122	156	278	125	162	287
	% of Prev. $\frac{1}{4}$			112.5			92.4			92.9
	% of Fall			90.0			82.2			82.5
TOTAL	Number	74	55	129	3117	788	3905	3191	843	4034
	% of Prev. $\frac{1}{4}$	87.1	87.3	87.2	88.0	86.7	87.8	88.0	86.7	87.7
	% of Fall	58.3	63.2	60.3	75.2	69.6	74.0	74.7	69.2	73.4

2.2 THE PREPARATORY HIGH SCHOOLS

Summary

It is difficult to rank high schools because of the qualitative imponderables which lie behind the physical and administrative arrangements. Added to this fact is the lack of definitive analyses of Michigan high schools readily available. A degree of reluctance to look critically at the high schools seems to be present.

The state accreditation arrangements were not researched in depth nor their criteria examined. It was presumed throughout that standard criteria stressing physical plant, school services and teacher qualifications are applied. The state accreditation authorities' appraisal of a list of schools submitted resulted in little information concerning these schools - merely that they were accredited or not accredited. Several which were accredited by the two accreditation agencies functioning in Michigan¹ were rated "poor" by a competent individual.

The Coleman Report², although it analyzes high schools on a regional basis, substantiates the suspected situation of poorer educational facilities for black students in the Midwest region.

¹The University of Michigan and the North Central Association of Colleges and Secondary Schools.

²James S. Coleman, Equality of Educational Opportunity, Washington, D.C.; Health, Education, Welfare, U.S. Office of Education, 1966, pp. 1-23.

The Basic Problem: The Quality of the Student

One of the most essential factors in the success or failure of a student's performance in college is the quality of instruction received in the school in which he is prepared for college. But whereas such a statement seems on the surface to be indisputable, whether or not even the best of instruction in the best of schools results in learning depends upon the student: his capacity and willingness to learn, his mood at the time, his health, the conditions within the classroom, his degree of freedom from worry and insecurity. If all of these are negative, little can be accomplished. Likewise, even a poor teacher in a poor school, with a maximum of distractions, instructing an ambitious and reasonably capable student might well produce a degree of learning in that student which could carry him through college with success. Thus the matter of rating the preparatory school, indeed any kind and level of school, becomes a very difficult and perhaps even an impossible task.

Socio-political Factors Affecting Quality of Secondary Education

Today the additional factor of urban concentration with its attendant racial problem injects one more factor which enormously complicates the problem. The so-called "inner city" school, merely because it is located in a community with a large tax income, could be presumed to have a modern, well-equipped plant and above-average teacher corps. But even the best building and trained corps of teachers, faced with an over-concentration of students from families at the lower end of the income spectrum, with negligible family training and minimal concepts of order and discipline, avail but little. In brief, the increasing large black population of the urban centers is aggressively

conscious of its group objective, the assertion of its "rights" and of its characteristics. This tends to create conditions which make almost impossible the achievement of the quietness and discipline so necessary to the educational process.

In many communities the tax support not only lags behind the swift increase in school population requiring more school space but also is incapable of maintaining salary levels sufficient to attract and keep able teachers especially those who must face the extra tasks of teaching in the "inner-city" schools. Indeed, knowing that accreditation of such schools would be difficult even under former conditions, it has been intimated that, in some instances, community pressure and financial backing could be factors in the accreditation of particular schools other than the strict fulfillment of educational criteria.

In brief, one of the principal reasons for inadequate secondary school preparation for college is the totality of the malaise which is compounded by the poor selection of priorities in tax-money distribution on federal, state, and local levels over the past two decades.

The Quantitative Element in Accreditation Criteria

Given the factor described above, one must attempt to control positively whatever factor can be controlled within the total constraints of teacher personality, school plant, the community, and the state of the finances; and judge whatever is available to be judged. In this case those elements are teacher preparation, the school plant, school programs and services. By requiring teacher certification with its attendant education qualifications, and by checking the school programs, services, and plant against established criteria and, as a consequence, granting or withholding accreditation (with its element

of good or bad publicity for the particular community) one goes about as far as is possible in the use of the available controls. Nevertheless these are essentially quantitative as opposed to qualitative controls. By granting accreditation because the school library contains the approved number of volumes per pupil, one cannot assume that they have been read with understanding by a reasonable proportion of the students.

Michigan High School Accreditation

In order to approach the significance of high school accreditation with regard to the problem of attrition of black students from Ferris, the identification of the high schools from which the attriters were drawn was made with the help of the registrar's office. The locations of these schools were then matched with the arbitrary scale of school descriptions (according to size or location) shown in High School Typology, Appendix 4.2. Of 107 high schools reported as having been attended by 143 attrited black students, male and female, 65 or 60.7 percent came from the No. 9 category, "large city district high school (inner city)". However, one must stress that no authoritative assessment of the true quality of each of these schools is available.

What is available, however, is a rating by the University of Michigan. A broader list of the 143 high schools of all categories (which had been attended by Ferris students of both colors and sexes) was sent to the University of Michigan high school accreditation unit (Bureau of School Services) with the request that these high schools be identified according to their accreditation and according to the terms: "good", "average", and "poor". Of the 148, 99 or 66.9 percent were accredited by both the University of Michigan and the North Central Association of

of Colleges and Secondary Schools, and hence rated "good"; 38 or 25.6 percent were accredited by the University of Michigan only, and hence rated "average"; the remainder, 11 or 7.4 percent, were not accredited by either agency, and hence rated "poor". Of this latter number, two were noted to be new high schools of apparently high quality but not yet accredited. To recapitulate:

66.9 percent - good	25.6 percent - average
7.4 percent - poor	

One test of a high school which carries weight with these accreditation authorities is the degree of excellence of the scholastic record of its graduates in college. This, however, is an informal measure. According to this test, the large incidence of attrition of black students from Ferris, and evidence elsewhere in this report, these schools would receive a rating of "mediocre", or "poor".

The same list was sent to a qualified person associated with another Michigan university, a person considered to be authoritative on the black student group, who was asked to rate the schools on the same basis. This authority would venture only to the extent of assessing 14 out of the total. Of these, four were rated as "good", two as "average", and eight as "poor".

All of the above-mentioned 14 schools with two exceptions, were accredited by both the University of Michigan and the North Central Association of Colleges and Secondary Schools. This is the equivalent of "good". Of the two exceptions, one, rated as "poor" by the individual, was accredited by the University of Michigan only, signifying "average". The other, rated by the individual as "good" was one of those indicated by the University of Michigan as "exceptionally good,"

based on the performance of its graduates at the University of Michigan.

An examination of the Ferris library bibliography for studies pertinent to either the reasons for attrition, the accreditation process or any other kind of rating of Michigan High Schools was not too fruitful. Michigan Public High School Graduates, 1964-67 (Research Monograph No. 1 Revised)³ gave only statistics of numbers of graduates. Characteristics of Public High School Dropouts in Michigan (Research Monograph No. 7A)⁴ yielded the fact that the most numerous reason for dropping out was "lack of interest." (61.1 percent in the seventh grade, dropping to 47.8 percent in the twelfth grade).

In interviews, whenever the subject of accreditation and of high school quality was raised, one sensed behind a broad range of generalities a reluctance to discuss the subject as well as considerable ignorance of it.

The Coleman Report Findings

If there appears to be a paucity of data readily available concerning the Michigan High Schools, the Coleman Report offers some interesting facts regarding the Midwest region high schools and, by inference, those of Michigan as a part of this region. By comparing the data for the black and white students, one can bring the reasons for attrition a little sharper into focus, even though the data are not specifically those of Michigan. Michigan's schools could be in the upper segments of

³Michigan Department of Education, May, 1968.

⁴Michigan Department of Education, October, 1967.

the averages. They could also be in the lower or at the mean. They could also vacillate over the spectrum, according to each characteristic. In brief, the shortcomings of the reference to regional, rather than state statistics are fully recognized; nevertheless, they are presented for whatever insights the reader may be able to extract from them.

A selection of school, teacher and student characteristics, as identified and quantified in tables in the Coleman Report are presented in the following table (a composite of several in the Report):

TABLE I

SCHOOL, TEACHER, STUDENT AND OTHER CHARACTERISTICS
OF MIDWEST SECONDARY SCHOOLS

(Measured according to the percentage of total students experiencing the characteristic or actual numbers for averages)

Characteristics	Black Students	White Students
The School Plant (Table 2, p.11)		
Building, 40 yrs. or more of age	29	20
Avg. no. of pupils per room	54	33
Biology lab. available	100	99
Chemical lab. available	100	100
Physics lab. available	94	96
Language lab. available	68	57
Free textbooks	67	39
Full-time library service	99	94
Avg. no. of library books per pupil	3.5	4.8
Cafeteria	55	54

Free lunch program	74	63
Gymnasium	75	76
Educational Practice (Table 4, p. 14)		
School regionally accredited	75	86
College prep. curriculum offered	99	100
Vocational curriculum offered	60	60
Remedial reading teacher available	62	57
Classes for low IQ pupils	86	59
Use of "tracking"	74	90
The Teacher (Table 6, p.17)		
Teachers having tenure	97	83
Principals with salaries, \$9,000 plus	76	91
Average teacher verbal score	22	23
Percent of teachers majored in academic subjects	35	41
Average teacher's experience (years)	11	10
Avg. teacher salary (1965-66)	\$7.2 th.	\$7.2 th.
Avg. pupils per teacher	25	24
The Students (Table 7, p. 18)		
Encyclopedia in home	80	86
Mother, high school grad. or more	49	63
Pupils taking col. prep. course	43	46
Pupils taking vocational course	28	25
Pupils taking 2½ yrs. or more, science	32	38
Pupils taking 1½ yrs. or more, language	36	44
Pupils taking 3½ yrs. or more, English	73	79
Pupils taking 2½ yrs. or more, Mathematics	41	50
Parental Involvement (Table 8, p. 19)		
Real father at home	70	84

Real mother at home	90	92
5 or more brothers or sisters	34	19
Mother expects best in class	49	38
Parents daily discuss school at home	44	45
Parents go to PTA	45	36
Parents read to children before they start school	27	27

When the above characteristics are separated into elements of disadvantage and advantage, according to the percentages indicated above, the following description emerges:

Black Students

Serious Disadvantages

School buildings older than 40 years (29 percent) compared with 20 percent for whites. Avg. no. of pupils in room, 54 compared with 33 for whites.

Lack of male parent, 30 percent compared with 16 percent for whites.

Moderate to Serious Disadvantages

Avg. no of library books per pupil, 3.5 compared with 4.8 for the whites. Teachers majoring in academic subjects, 35 percent compared with 41 percent in the white schools.

Major Advantages

Remedial education is present:

Remedial reading teacher available, 62 percent compared with 57 percent for the whites.

Classes for low IQ pupils, 86 percent compared with 59 percent for the whites.

Language lab. available, 68 percent compared with 57 percent for the whites.

Free textbooks, 67 percent compared with 39 percent for the whites.

Free lunch program, 74 percent compared with 63 percent for the whites.

Moderate to Major Advantages

Full-time library service, 99 percent compared with 94 percent for the whites.

Cafeteria service, 55 percent compared with 54 percent for the whites.

Average teacher's experience in years, 11, compared with 10 in the white schools.

From the above accounting arrangement additional evidence of the conditions depicted in this report, section 3.3 Interviews with Competent Persons, is gleaned of old school buildings, crowded classrooms, fewer schools passing accreditation tests, and pupils coming from one-parent homes.

On the other hand the broad contemporary social effort to improve the lot of the disadvantaged person is reflected in the application of a greater percentage of remedial courses, more free textbooks, some attention to teacher remuneration, and pupil feeding.

The Coleman Report states:

"The schools do differ, however, in their relation to other various social and ethnic groups. The average white student achievement seems to be less affected by the strengths or weakness of his school's facilities, curriculums, and teachers than is the average minority pupils . . . the achievement of minority pupils depends more on the schools they attend than does the achievement of majority students.

"Whites. . . are less affected one way or the other by the quality of their schools than are minority pupils. . . for the most disadvantaged children. . . improvements in school quality will make the most difference in achievement."⁵

⁵Coleman, pp. 21,22

Two pertinent factors were noted. (1) The quality of the teachers has a strong relationship with student achievement and this is progressively stronger in the higher grades; also, it has a cumulative impact. (2) Students from poor home and school environments show distinct improvement when placed in a home with a strong educational background and when mixed with students of strong educational achievement.

2.3 A STUDY OF ATTITUDES OF "NON-ATTRITED"
AND "ATTRITED" STUDENTS

Part I

- A. The Non-Attrited Student Questionnaire
- B. Tables and Comments
- C. Areas of Contrast and Conflict

2.3 A STUDY OF ATTITUDES OF "NON-ATTRITED" AND "ATTRITED" STUDENTS

In an attempt to further understand why black students do not complete programs to the same degree as white students, questionnaires were devised to determine if obvious differences existed between black and white students in their attitudes towards Ferris, its programs, personnel, community, and towards prior preparation for college level work, and towards career goals.

The first questionnaire was administered to 1,531 students enrolled in physical education courses Spring quarter, 1969. In this group, there were only 100 black students' questionnaires returned. Thus 100 white students were selected randomly and only these 200 questionnaires were analyzed.

The second questionnaire was mailed to all those who had attrited during Fall and Winter quarters, 1969, (299 in number).¹ Blacks returned 49 questionnaires, whites, 42, so that 91 were analyzed in total.

While it was desired that a brief summary of all results would be desirable here, it was also recognized to be quite impossible for there were no clear cut distinctions between all groups (attriters vs. non-attriters, blacks vs. whites, and males vs. females) which hold true throughout either entire questionnaire. At times there was close unanimity among all students (evaluation of Big Rapids); at times the attriters and non-attriters differed (attendance at a pre-registration program); at times two different groups merged (black females and

¹See Appendix 4.8, Covering Letter for Questionnaire Sent to Attrited Group.

white males found the faculty more helpful than did the black males and white females); and at still other times a single group varied greatly with the rest (only a large percent of black females said that Ferris didn't live up to expectations with regard to counseling and tutoring).

Therefore, rather than make sweeping generalizations which would distort the truth very harmfully, it was decided to list each question with its results, and then to comment on any which are largely significant. It is still suggested that all readers study the results of each question for any additional facts which are present but less significant.

All data are listed as percentages of the total responses; the totals are given at the bottom of each individual table.

Following is a copy of both questionnaires with their tabulated results and comments. After each one is a small study that was done on the areas of contrast and conflict that were revealed within that particular questionnaire.

A. THE NON-ATTRITER STUDENT QUESTIONNAIRE

Your responses to this questionnaire will be very helpful in assisting the college in making its programs more meaningful to you. Please, above all, give frank and honest answers. Your answers will not be exposed to anyone other than the faculty committee which is sponsoring the questionnaire. Thank you for your assistance.

Directions: Write the number corresponding to your answer in the space indicated in the margin.

Student number: _____ Name _____

1. (1) Male (2) Female 1. _____
2. (1) White (2) Black (3) Other 2. _____
3. School or division: (1 & 6) Technical & Applied Arts
(2) Business (3) General Education (4) Pharmacy
(7) Div. of Education (8) Health Science & Arts. 3. _____
4. When did you first start thinking about attending college?
(1) 9th grade or before (2) 10th (3) 11th (4) 12th (5) after
graduation. 4. _____
5. After you had decided on college, were you then able to take
courses which helped you prepare for college? (1) Yes (2) No. 5. _____
6. Looking back at high school, what was most helpful in directing
you towards college: (1) course work, (2) parents, (3) friends,
(4) H.S. teacher, (5) combination of these. 6. _____
7. In what do you wish you had had more preparation before coming
to Ferris? (1) English (2) Math (3) Science (4) Social Studies
(5) Reading. 7. _____
8. When you graduated from high school were you considering a
specific career? (1) Yes (2) No. 8. _____
9. Has your career goal been changed? (1) Yes (2) No. 9. _____
10. Are you now in a program which leads you to your career goal?
(1) Yes (2) No. 10. _____
11. What was your first contact with Ferris? (1) Talked with a
Ferris student (2) Parents attended (3) Relative attended
(4) Friend attended (5) Teacher mentioned Ferris (6) Conference
Day at Ferris (7) College night at high school. 11. _____
12. Which preregistration program did you attend? (1) The summer
program (2) Campus visit (3) Neither. 12. _____
13. If you attended one of the preregistration programs, did it
help you to adapt to college life at Ferris? (1) Yes (2) No. 13. _____

14. Why did you select Ferris? (1) Friends attending
(2) Admission was easier than elsewhere (3) Expenses
were lower (4) Financial aid was awarded or a possibility
(5) Ferris had the program leading to my career goal
(6) Desired non-urban atmosphere (7) Wanted campus life
instead of living at home. 14. _____
15. Was the assistance you received in selecting your courses
at the time of your first registration (1) helpful (2) not
helpful? 15. _____
16. If you took English 100 (remedial), did you find it
(1) helpful (2) not helpful? 16. _____
17. If you took Math 100, did you find it (1) helpful
(2) not helpful? 17. _____
18. If you took Reading Improvement, did you find it
(1) helpful (2) not helpful? 18. _____
19. Would you describe your first impression of the faculty
(and counselors, deans, library personnel) as (1) helpful
(2) not helpful? 19. _____
20. Would you describe your first impression of the living area
personnel (dorms, food, security) as (1) helpful (2) not help-
ful? 20. _____
21. Would you describe your first impression of the other students
as (1) helpful (2) not helpful? 21. _____
22. Would you describe your first impression of the Big Rapids
community as (1) helpful (2) not helpful? 22. _____
23. Do you now regard the faculty group as (1) helpful (2) not
helpful? 23. _____
24. Do you now regard the living area group as (1) helpful
(2) not helpful? 24. _____
25. Do you now regard the other students as (1) helpful (2) not
helpful? 25. _____
26. Do you now regard the Big Rapids community as (1) helpful
(2) not helpful? 26. _____
27. What were your reactions to the Continuing Orientation course?
(1) helpful in adjusting to college life (2) Not helpful
(3) Not taken. 27. _____
28. Would you describe your study surroundings or conditions as
(1) good (2) poor? 28. _____
29. If you need help with your studies, which one do you most
often ask to help you? (1) Roommate (2) Friend (3) Teacher
(4) Other. 29. _____

30. How are you financing your schooling? (1) Parents help (2) Institutional grants and aid (3) Wife working (4) Relatives' help (5) Self help. 30. _____

31. If you indicated "Self help" in the above question, do you work (1) less than 10 hours during the week, (2) more than 10 hours during the week, (3) less than 10 hours on the week-end (4) more than 10 hours on the week-end (5) less than 20 hours both during the week and on the week-end (6) more than 20 hours both during the week and on the week-end? 31. _____

32. What are your short-range plans? (1) Hope to graduate from Ferris (2) Intend to transfer to another college (3) May drop out due to financial problems (4) May drop out due to dislike of college work (5) May drop out. Don't dislike college but want to go to work. 32. _____

33. In what ways has Ferris not measured up to your expectations? Choose the one most prominent reason. (1) Classroom instruction poor (2) Living conditions trying or inadequate (3) Recreational facilities inadequate (4) Negative community attitudes (5) My advisor lacks interest in me (6) College regulations too restrictive (7) No black advisors or teachers (8) Anti-black attitudes of students (9) Anti-black attitudes of teachers. 33. _____

34. Father's occupation (describe fully) _____

35. Mother's occupation (describe fully) _____

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B. TABLES AND COMMENTS

Table 1

SCME BASIC ACADEMIC AND ECONOMIC DIFFERENCES
SHOWN WITHIN THE NON-ATTRITED GROUP

	Male		Female	
	White	Black	White	Black
Grade Point (Averages)	2.3877	1.857	2.4175	1.8166
SCAT Scores (Averages)	59.9	44.8	61.5	39.3
English Test Scores (Averages)	45.5	34.8	51.6	26.7
Math Test Scores (Averages)	59.9	44.1	56.1	36.7
High School Size - 1-Rural to 9-Large City (Averages)	6.0	7.2	6.1	8.3
Socio-Economic Status - 1-Highest to 7-lowest based on occupation of father (Averages)	4.0	5.0	3.7	4.8

Comments:

1. White females are always higher than white males on SCAT and English test scores and have a higher grade point average, but are lower on math test scores.
2. Black males are higher than black females on all test scores including grade point average but the latter superiority is slight.
3. Whites are higher than blacks in all areas.
4. Females, especially the black, come from larger schools.
5. Socio-Economic Status is slightly higher for the whites than the blacks.

Table II

ATTITUDES TOWARD COLLEGE AND PREPARATION SHOWN WITHIN THE NON-ATTRITED GROUP

School of Division:	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1 & 6) Technical & Applied Arts	33	33	6	0
(2) Business	31	31	26	16
(3) General Education	28	31	32	74
(4) Pharmacy	5	2	4	0
(7) Division of Education	2	0	13	7
(8) Health Sciences & Arts	0	2	19	2
Total number responding	39	42	46	43

Comments:

1. There were no black males in Education.
2. There were no white males in Health Sciences and Arts.
3. While there were very close percentages of males in other areas, there were more blacks in General Education and more whites in Pharmacy.
4. There was an unusually high concentration of black females in General Education (74% to 32%). Therefore, white females were present in Technical and Applied Arts, and Pharmacy while blacks were not. Also there was a higher percentage of whites in other areas.

When did you first start thinking about attending college?

	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1) 9th grade or before	34	34	43	53
(2) 10th	7	18	14	12
(3) 11th	26	29	25	19
(4) 12th	26	14	16	7
(5) after graduation?	2	4	2	9
Total number responding	42	44	44	43

Comments:

1. The highest percentage of all students thought of college in the 9th grade and the lowest percentage of all thought of college after graduation.

2. There is a consistent decline in thinking of college in the 10th grade which picks up in the 11th and 12th grades.

After you had decided on college, were you then able to take courses which helped you prepare for college?

	Male		Female	
	White %	Black %	White %	Black %
(1) Yes	78	63	74	71
(2) No	<u>21</u>	<u>36</u>	<u>25</u>	<u>28</u>
Total number responding	42	41	43	42

Comments:

- About three-fourths of the students said that they were able to take helpful courses; one-fourth said no.
- The only change in the pattern was shown in the black males, of whom 36 percent said no.

Looking back at high school, what was most helpful in directing you towards college?

	Male		Female	
	White %	Black %	White %	Black %
(1) Course Work	7	2	9	0
(2) Parents	12	17	15	12
(3) Friends	5	2	11	7
(4) H.S. Teacher	12	12	7	7
(4) Combination of these?	<u>65</u>	<u>67</u>	<u>58</u>	<u>74</u>
Total number responding	43	42	45	42

Comments:

- The vast majority said that their decision was influenced by a combination of factors.
- The parents were the highest single factor for all students.
- High school teachers were the next highest factor for all males.
- Friends were the next highest factor for all females.
- Course work was constantly the lowest single factor.

In what do you wish you had had more preparation before coming to Ferris?

	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1) English	22	35	22	33
(2) Math	37	27	24	14
(3) Science	5	11	29	13
(4) Social Studies	11	7	11	6
(5) Reading	22	20	14	29
Total number responding	46	45	55	51

Comments:

1. Almost all wish that they had had more preparation in English, math, reading.
2. A high concentration of whites mention social studies.
3. A much higher concentration of females than males mention science.
4. Fewer black males than white males mention social studies and reading.
5. Fewer black females mention math, social studies, and science.

When you graduated from high school were you considering a specific career?

	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1) Yes	59	67	84	84
(2) No	41	33	16	16
Total number responding	42	43	45	43

Comments:

1. Of all females, 84 percent were considering a specific career.
2. Fewer males (about 63 percent) than females were considering a specific career.
3. Fewer white males than black males were considering a specific career.
This is interesting because more blacks were enrolled in General Education.

Table III

ATTITUDES TOWARD FERRIS SHOWN WITHIN THE NON-ATTRITED GROUP

What was your first contact with Ferris?

	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1) Talked with a Ferris student	25	13	11	19
(2) Parents attended	0	2	4	0
(3) Relative attended	21	4	15	12
(4) Friend attended	12	33	27	27
(5) Teacher mentioned Ferris	24	39	22	29
(6) Conference Day at Ferris	5	2	8	2
(7) College night at high school?	10	6	11	10
Total number responding	42	46	45	41

Comments:

- All students had a teacher who mentioned Ferris.
- The vast majority of white males talked with a Ferris student, had a relative who attended Ferris, or had a teacher who attended Ferris.
- The vast majority of black males had a friend who attended Ferris or had a teacher who mentioned Ferris.
- The vast majority of white females had a relative or friend who had attended Ferris, or had a teacher who mentioned Ferris.
- The vast majority of black females had a friend who attend Ferris, had a teacher who mentioned Ferris, or talked with a Ferris student.
- There seems to be no great racial difference.

Which preregistration program did you attend?

	Male		Female	
	White	Black	White	Black
	%	%	%	%
(1) The summer program	72	35	89	36
(2) Campus visit	0	14	4	14
(3) Neither	28	51	7	50
Total number responding	40	43	46	42

Comments:

1. About three-fourths of all whites attended the summer program, and about 35 percent had a campus visit.
2. Only 35 percent of the blacks attended the summer session, and only 14 percent had a campus visit.
3. This means that 50 percent of all blacks had attended no pre-registration program.

If you attended one of the preregistration programs, did it help you to adapt to college life at Ferris?

	Male		Female	
	White %	Black %	White %	Black %
(1) Yes	52	39	64	54
(2) No	48	61	36	46
Total number responding	36	36	44	24

Comments:

1. Slightly over 50 percent of the whites found the program helpful.
2. Fifty-four percent of the black females found the program helpful.
3. Sixty-one percent of the black males found the program not helpful.
4. More white than blacks and more females than males found the program helpful.

Why did you select Ferris?

	Male		Female	
	White %	Black %	White %	Black %
(1) Friends attending	7	8	6	9
(2) Admission was easier than elsewhere	28	4	13	26
(3) Expenses were lower	9	8	11	4
(4) Financial aid was awarded or a possibility	0	8	6	6
(5) Ferris had the program leading to my career goal	35	41	39	26
(6) Desired non-urban atmosphere	5	2	6	2
(7) Wanted campus life instead of living at home	16	21	19	30
Total number responding	43	47	62	53

Comments:

1. The majority of students selected Ferris because it had the program leading to their career goal.
2. The next reason why the majority of students selected Ferris was because they did not want to live at home.
3. The three least checked reasons were: friends attending, financial aid was awarded or a possibility, and desired non-urban atmosphere.
4. A high concentration of white males and black females chose Ferris because admission was easier than elsewhere.
5. Expenses being lower was a slight factor for all, especially the white females.

Was the assistance you received in selecting your courses at the time of your first registration:

	Male		Female	
	<u>White</u> %	<u>Black</u> %	<u>White</u> %	<u>Black</u> %
(1) Helpful	63	60	69	55
(2) Not helpful?	<u>37</u>	<u>40</u>	<u>31</u>	<u>45</u>
Total number responding	41	43	45	42

Comments:

1. Over half of all the students said that registration assistance was helpful.

Would you describe your first impression of the faculty (and counselors, deans, library personnel) as:

	Male		Female	
	<u>White</u> %	<u>Black</u> %	<u>White</u> %	<u>Black</u> %
(1) Helpful	72	76	84	84
(2) Not helpful?	<u>28</u>	<u>24</u>	<u>16</u>	<u>16</u>
Total number responding	43	41	45	43

Comments:

1. Over three-fourths of all the students said that all the academic personnel were helpful.

Would you describe your first impression of the living area personnel (dorms, food, security) as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	62	58	65	48
(2) Not helpful?	38	42	35	52
Total number responding	42	43	43	44

Comments:

1. Over half of all the students said that the living area personnel were helpful.
2. More whites than blacks felt that they were helpful.

Would you describe your first impression of the other students as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	83	74	84	84
(2) Not helpful?	17	26	16	16
Total number responding	42	43	45	43

Comments:

1. Over three-fourths of all the students felt that other students were helpful.

Would you describe your first impression of the Big Rapids community as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	43	28	42	24
(2) Not helpful?	57	62	58	76
Total number responding	42	43	43	42

Comments:

1. More than 60 percent of the blacks felt that Big Rapids was not helpful.
2. About 55 percent of the whites felt that Big Rapids was not helpful.

Table IV

ATTITUDES TOWARD CAREERS, COURSES, AND CURRICULUM SHOWN WITHIN THE NON-ATTRITED GROUP

Has your career goal been changed?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Yes	32	42	29	28
(2) No	68	58	71	72
Total number responding	38	43	45	43

Comments:

1. More males than females have changed career goals.
2. More black males than white males have changed career goals.
3. Slightly more white females than black females have changed career goals.

Are you now in a program which leads to your career goal?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Yes	74	76	82	77
(2) No	26	24	18	23
Total number responding	42	42	45	45

Comments:

1. More females than males are in a program which leads to their expressed career goals.
2. Roughly, only about three-fourths of the students are in programs which lead to their career goals.

If you took English 100 (remedial), did you find it:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	62	75	100	43
(2) Not helpful?	38	25	0	57
Total number responding	8	20	5	21

Comments:

1. Students found English 100 helpful in the following descending order: white females, black males, white males, black females.

Comments continued:

- Over 50 percent of all students, except the black females, found the course helpful.

If you took Math 100, did you find it:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	57	74	66	63
(2) Not helpful?	43	26	34	37
Total number responding	7	19	3	19

Comments :

- Students found Math 100 helpful in the following descending order: black males, white females, black females, white males.
- Over 50 percent of all students found the course helpful.

If you took Reading Improvement, did you find it:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	58	76	64	48
(2) Not helpful?	42	24	36	52
Total number responding	12	25	11	31

Comments

- Students found Reading Improvement helpful in the following descending order: black males, white males, white females, black females.
- Over 50 percent of all students, except the black females, found the course helpful.

Do you NOW regard the faculty group as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful	92	74	91	80
(2) Not helpful?	8	26	9	20
Total number responding	40	42	45	41

Comments :

- About 90 percent of all white students found the faculty helpful.
- About 75 percent of all black students found the faculty helpful.

Do you NOW regard the living area group as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful?	72	54	76	58
(2) Not helpful?	28	46	24	42
Total number responding	39	41	41	41

Comments:

1. About 75 percent of all white students found the living area group helpful.
2. About 50 percent of all black students found the living area group helpful.

Do you NOW regard the other students as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful?	100	70	93	90
(2) Not helpful?	0	30	7	10
Total number responding	41	43	44	41

Comments:

1. Of white males, 100 percent found other students helpful.
2. About 90 percent of all females found other students helpful.
3. Only 70 percent of black males found other students helpful.

Do you NOW regard the Big Rapids community as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful?	37	19	45	28
(2) Not helpful?	63	81	55	72
Total number responding	38	42	44	42

Comments:

1. About 75 percent of all students, except white females, found Big Rapids not helpful.

What were your reactions to the Continuing Orientation course?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Helpful in adjusting to college life	37	50	37	37
(2) Not helpful	47	50	43	50
(3) Not taken	15	0	19	13
Total number responding	40	42	46	40

Comments:

1. Fifty percent of black males found the continuing orientation course helpful.
2. About 50 percent of all students found the continuing orientation course not helpful.
3. About 15 percent of all students, except the black males, never took the course.

Would you describe your STUDY surroundings or condition as:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Good?	52	70	52	63
(2) Poor?	48	30	48	37
Total number responding	42	43	44	41

Comments:

1. Over 50 percent of all the students found the study conditions good.
2. More blacks than whites found the study conditions good.

If you need help with your studies, which one do you most often ask to help you?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Roommate?	29	9	20	8
(2) Friend?	50	56	50	38
(3) Teacher?	21	35	26	47
(4) Other?	0	0	4	6
Total number responding	44	43	50	47

Comments:

1. Fifty percent of all students, except black females, went to friends.
2. The next highest source of help, (highest for black females) was a teacher.
3. More whites than black chose a roommate.
4. No whites chose "other"; some blacks did.

What are your short-range plans?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Hope to graduate from Ferris	63	53	63	33
(2) Intend to transfer to another college	28	39	26	53
(3) May drop out due to financial problems	8	8	2	11
(4) May drop out due to dislike of college work	0	0	0	2
(5) May drop out. Don't dislike college but want to go to work.	0	0	9	0
Total number responding	40	43	46	45

Comments:

1. Over 50 percent of all students, except black females, intend to graduate from Ferris.
2. Over 50 percent of black females intend to transfer.
3. Roughly 30 percent of all students intend to transfer.
4. Only white females listed a desire to go to work.
5. Only black females listed a dislike for college work.

In what ways has Ferris NOT measured up to your expectations? Choose the ONE most prominent reason.

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Classroom instruction poor	5	0	6	3
(2) Living conditions trying or inadequate	37	6	17	13
(3) Recreational facilities inadequate	8	7	17	15
(4) Negative community attitudes	5	13	8	2
(5) My advisor lacks interest in me.	13	2	4	0
(6) College regulations too restrictive	32	18	45	15
(7) No black advisors or teachers	0	27	2	32
(8) Anti-black attitudes of students	0	20	0	12
(9) Anti-black attitudes of teachers	0	6	0	8
Total number responding	38	55	47	60

Comments :

1. The three chief areas for white males were: living conditions trying or inadequate, college regulations too restrictive, and my advisor lacks interest in me.
2. The three chief areas for black males were: no black advisors or teachers, anti-black attitudes of students, and college regulations too restrictive.
3. The three chief areas for white females were: college regulations too restrictive, living conditions trying or inadequate, and recreational facilities inadequate.
4. The three chief areas for black females were: no black advisors or teachers, college regulations too restrictive, and recreational facilities inadequate.
5. The one thread running through all of these was: college regulations too restrictive.
6. All blacks wanted black advisors and teachers.

How are you financing your schooling?

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Parent's help	50	36	55	60
(2) Institutional grants and aid	12	28	27	23
(3) Wife working	2	0	0	0
(4) Relatives' help	4	2	0	2
(5) Self help	29	34	18	14
Total number responding	52	53	58	48

Comments:

1. Most of the white males listed parents' and self help.
2. Most of the white females listed parents' help and grants and aid.
3. Most the black males listed parents' help, grants and aid, and self help.
4. Most of the black females listed parents' help, and grants and aid.
5. More females than males listed parents' help.
6. More males than females listed self help.
7. Other reasons are negligible.

If you indicate "self help" in the above question, do you work:

	MALE		FEMALE	
	White	Black	White	Black
	%	%	%	%
(1) Less than 10 hours during the week	8	40	38	50
(2) More than 10 hours during the week	15	30	0	25
(3) Less than 10 hours on the weekend	15	10	12	0
(4) More than 10 hours on the weekend	23	10	0	0
(5) Less than 20 hours both during the week and on the weekend	15	5	25	0
(6) More than 20 hours both during the week and on the weekend	23	5	25	25
Total number responding	13	20	8	4

Comments:

1. About 25 percent of all students, except black males (5 percent) work more than 20 hours both during the week and on the weekend.
2. Far more whites than blacks work less than 20 hours both during the week and on the weekend.
3. Only males work more than 10 hours on the weekend.
4. About 13 percent of all students, except black females (0 percent) work less than 10 hours on the weekend.
5. Twenty-five percent of all students, except white females (0 percent) work more than 10 hours on the weekend.
6. More blacks than whites work less than 10 hours during the week.

C. AREAS OF CONTRAST AND CONFLICT REVEALED
WITHIN THE NON-ATTRITED STUDENT QUESTIONNAIRE RESPONSES

After studying the questionnaire, it was decided that some interesting and helpful information might be yielded by comparing and contrasting some of the answers with each other, and also by comparing and contrasting some of the grade point averages with the answers and subsequent course marks. e.g., if faculty members are considered helpful, do the students go to them? If remedial English was considered not helpful, did the student receive passing or failing grades in future English courses?

Fifty-two students' names (13 black males, 13 black females, 13 white males, 13 white females) were randomly chosen from the stack of returned questionnaires. Their answers to eight questions (7, 8, 16, 17, 18, 23, 28, 29) and their transcript results (which reveal contrast and conflict) were then tabulated. (At appropriate times students checked more than one answer, or left one blank so results do not always equal 52.)

Following are the specific questions from the questionnaire, the tabulated results, and any interpretations that the results brought forth. While it is admitted that the following is not a conclusive study, it is sufficient to give a broad over-all picture.

No. of
Question

16, 17, 18 If you took English 100, Math 100, or Reading Improvement, did you find it helpful or not helpful?

English 100		Math 100	
Helpful	19	Helpful	14
Not helpful	16	Not Helpful	11
Not taken	17	Not taken	27

Reading Improvement	
Helpful	25
Not helpful	19
Not taken	8

At first these results look rather favorable; at least more said that the courses were helpful than not helpful. However, when the transcripts were checked, it was discovered that some students evaluated courses that they had not taken. Of these, 10 thought that English 100 was helpful and four thought that it was not; four thought Math 100 was helpful and one thought that it was not; seven thought that Reading Improvement was helpful and three thought that it was not. The corrected figures then read:

English 100		Math 100	
Helpful	9	Helpful	10
Not helpful	14	Not helpful	10
Not taken	17	Not taken	27

Reading Improvement	
Helpful	18
Not helpful	16
Not taken	8

With these figures corrected, it appears that only about half of the students who actually took these courses considered them beneficial. After coming up with these results, it was decided to actually check the later marks of the student who took these courses. The following are these results:

English (English 101R, 101, 102, and 103 were used for computing later success or failure)

English 100 taken and C or above achieved later	6
English 100 taken and D or F achieved later	3
English 100 not taken and D or F achieved	11

Math (Any marks in any subsequent Math course were used for computing later success or failure)

Math 100 taken and C or above achieved later	0	(most did not take a later course)
Math 100 taken and D or F achieved later	2	
Math 100 not taken and D or F achieved	77	

Reading Improvement (any marks in any subsequent course which would require a great deal of reading such as history were used for computing later success or failure)

Reading Improvement taken and C or above achieved later	11
Reading Improvement taken and D or F achieved later	14
Reading Improvement not taken and D or F achieved	8

These results are naturally influenced by the fact that many different courses were used to compute reading failure or success. A person may do well in a history course which requires reading and may at the same time do very poorly in a science or sociology or psychology course which requires reading. This in fact was the case with most of the students studied.

From the above tabulations, it is difficult to make any definitive statements other than the following: 1) many who probably should have taken these remedial courses did not; and 2) while many are helped, these courses are not taking care of all the problems.

- 7 Associated with the above item is question 7: "In what do you wish you had had more preparation before coming to Ferris?" The replies were:

English	16
Math	16
Science	13
Social Studies	3
Reading	11

11 wanted more reading - 34 took reading improvement
 16 wanted more math - 20 took remedial math
 16 wanted English - 23 took remedial English

At first this would suggest that too many were being pushed into remedial courses when not needed, but the figures of actual grades cited in the previous discussion of questions 16, 17, 18 suggests the opposite. Therefore, why do the students not recognize the value of the remedials? One possible suggestion is the relation of the remedial to their specific career goal. As was noted, of the 20 who took Math 100, only two ever took a subsequent math course. Notice also that only three wanted a better preparation in social studies, while 13 wanted a better science preparation. This again indicates the relationship between remedials and specific goals; many science courses are required for success in degree granting programs, while social studies is only an auxiliary part of some degree.

- 8 Also a further look at answers to the following question supports these ideas: When you graduated from high school were you considering a specific career?

YES		NO	
black males	8	black males	5
black females	11	black females	2
white males	8	white males	5
white females	10	white females	3

These figures show that 37 had specific goals while only 13 did not. Therefore, most students come with definite goals and may want only what is helpful for these goals. Also it is to be noted: 1) there is not a great racial difference here, and 2) women are slightly higher than men in having definite goals. This latter fact may be due to the phrase "when you graduated from high school," for Ferris does have a fairly large percent of veterans and men in the trades who have worked before entering college.

23 Do you now regard the faculty group as helpful or not helpful?

HELPFUL		NOT HELPFUL	
black males	8	black males	5
black females	11	black females	2
white males	11	white males	2
white females	10	white females	2

These results are encouraging from two aspects: 1) the faculty is considered helpful by more than half the students, 2) there is no radical racial difference in opinion. This latter fact is especially encouraging considering the racial disturbances that took place Winter and Spring quarters and considering the fact that there are no black instructors on campus.

28 Would you describe your study surrounding or conditions as good or poor?

GOOD	POOR
30	22

Editorial
Question:

Is there any relationship between a student's opinion of his study conditions and his grade-point average?

No. Grade-point-averages for those who thought that the surroundings were good range from 3.15 to .86; the grade-point-averages for those who thought that the surroundings were poor range from 2.91 to 1.09.

29

If you need help with your studies, which one do you most often ask to help you, roommate, friend, teacher, other?

ROOMMATE		FRIEND	
black males	1	black males	9
black females	1	black females	4
white males	3	white males	9
white females	3	white females	6
TEACHER		OTHER	
black males	3	black males	0
black females	7	black females	2
white males	1	white males	0
white females	3	white females	1

These results suggest that the categories "Roommate" and "Other" are really quite insignificant. However, the category "Friend" has 28 affirmative answers while the category "Teacher" has only 14. This is significant when one considers the fact that the student was needing help with studies and it is remembered that 40 of the students found (in the previous question) that the faculty was helpful. Some attempt should be made to find out why students will not go to the faculty.

It is also interesting to note that more women than men are willing to consult with a teacher and that twice as many black as white women are willing to. This may reflect a greater need for help or more willingness to exert effort or a combination.

Also the answers might have been influenced by the phrase "most often" in the question.

**Editorial
Question:**

Is there any relationship between a student's opinion of the faculty and his grade-point-average?

No. Grade-point-averages for those who considered the faculty helpful ranged from 3.15 to .86; the grade-point-averages for those who considered the faculty not-helpful ranged from 2.87 to 1.09.

2.3 A STUDY OF ATTITUDES OF "NON-ATTRITED"
AND "ATTRITED STUDENTS"

(CONTINUED)

Part II

- A. The Attrited Student Questionnaire
- B. Tables and Comments
- C. Areas of Contrast and Conflict
- D. Graduation as a Percent of the Total Net Attrition

A. THE ATTRITED STUDENT QUESTIONNAIRE

Name _____ Home Address _____ Male _____
 Female _____
 School or division attended _____ Black _____
 White _____
 When _____ Other _____

1. When you came to Ferris, what were your plans? (Check one.)
 - (1) I intended to complete all the requirements for a degree. _____
 - (2) I intended to begin at Ferris then transfer to another school. _____
 - (3) I was undecided as to my long-range plans. _____

2. When you were attending Ferris, what caused you much difficulty? (Check as many as apply.)

(1) Financing _____	5. Subjects too difficult _____
(2) Finding enough time to study _____	6. Had to take subjects of little or no interest to me _____
(3) Passing examinations _____	7. Was not adequately prepared _____
(4) Getting along with other students _____	8. Never taught how to study _____
(9) Other (please explain) _____	

3. What was your main reason for leaving Ferris? (Check as many as apply.)
 - (1) Could not keep up academic average to required level _____
 - (2) Financing became too great a problem _____
 - (3) Atmosphere unfriendly _____
 - (4) Friends at another school _____
 - (5) Switched to another school closer to home _____
 - (6) Was offered too good a job to refuse _____
 - (7) Had become tired of going to school _____
 - (8) Other _____

4. What are you doing now?

(1) Attending another school _____	(3) In the service _____
(2) Working full time _____	(4) None of these _____ (If so, please explain.) _____

5. How do you now view these persons after having had contact with them at Ferris?

(1) Faculty (and counselors, deans, library attendants): helpful _____ unhelpful _____ Remarks _____	
(2) Living area personnel (dorms, food, security): helpful _____ unhelpful _____ Remarks _____	
(3) Other students: helpful _____ unhelpful _____ Remarks _____	
(4) Big Rapids community: helpful _____ unhelpful _____ Remarks _____	

6. In what ways did Ferris measure up to your expectations? _____

7. In what ways did Ferris not measure up to your expectations? _____

8. What could have helped you to remain at Ferris? _____

B. TABLES AND COMMENTS

Table I

ATTITUDES SHOWN WITHIN THE ATTRITED GROUP

	MALE		FEMALE	
	WH %	BL %	WH %	BL %
When you came to Ferris what were your plans?				
(1) I intended to complete all the requirements for a degree.	42	50	33	52
(2) I intended to begin at Ferris then transfer to another school.	35	42	40	35
(3) I was undecided as to my long-range plans.	23	8	27	13
Total number of responses:	26	26	15	23

Comments:

1. About 50 percent of all black students intended to receive a degree.
2. Only 42 percent of the white males and only 33 percent of the white females intended to receive a degree.
3. Roughly 38 percent of all students intended to transfer.
4. About 25 percent of all whites were undecided; while only about 11 percent of all blacks were undecided.

When you were attending Ferris what caused you much difficulty?

(1) Financing	11	31	20	13
(2) Finding enough time to study	11	2	10	8
(3) Passing examinations	8	10	17	17
(4) Getting along with other students	0	2	0	2
(5) Subjects too difficult	0	2	0	2
(6) Had to take subjects of little or no interest to me	36	19	23	21
(7) Was not adequately prepared.	8	10	7	15
(8) Never taught how to study	16	6	3	15
(9) Dormitory conditions and regulations	8	0	10	0
(10) Enrolled in wrong curriculum or program	4	2	3	2
(11) Classroom instruction poor	6	0	3	0
(12) Racial problems	0	8	0	2
(13) Lack of motivation to study	0	6	3	2
Total number of responses	52	48	30	47

Comments:

1. The four items which caused the most difficulty for the white males were:
having to take subjects of little or no interest, not knowing how to study,
and equally, financing, and finding enough time to study.

2. The four items which cause the most difficulty for the black males were: financing, having to take subjects of little or no interest, and equally, passing examinations, and not being adequately prepared.
3. The four items which caused the most difficulty for the white females were: having to take subjects of little or no interest, financing, passing examinations, and finding time to study.
4. The four items which caused the most difficulty for the black females were: having to take subjects of little or no interest, passing examinations, and, equally, not being adequately prepared, and not knowing how to study.
5. Getting along with other students, having subjects which were too difficult, and racial problems were difficulties only for black students.
6. Dormitory conditions and regulations, and poor classroom instruction were difficulties only for white students.
7. Financing loans was the greatest single problem for black male students.
8. Having to take subjects of little or no interest ranked very high for all students.

	Male		Female	
	WH %	BL %	WH %	BL %
What was your main reason for leaving Ferris?				
(1) Could not keep up academic average to required level.	5	10	4	27
(2) Financing became too great a problem.	18	36	14	27
(3) Atmosphere unfriendly.	10	20	9	8
(4) Friends at another school.	5	2	9	0
(5) Switched to another school closer to home.	16	10	5	10
(6) Was offered too good a job to refuse.	0	0	55	8
(7) Had become tired of going to school.	3	2	5	0
(8) Dormitory conditions and regulations.	21	0	9	5
(9) Enrolled in improper curriculum.	13	0	5	0
(10) Change of career goal.	3	0	9	2
(11) Community and area.	5	0	0	0
(12) Lost motivation to work.	0	10	5	2
(13) Transfer to degree granting institution.	0	2	9	5
(14) Graduated.	0	5	0	2
(15) Married.	0	0	14	2
Total number of responses	38	39	22	40

Comments

1. The main reason for all students leaving Ferris was financing.
2. Four other considerable reasons for white males were: dormitory conditions and regulations, enrolled in improper curriculum, switched to a school closer to home, and unfriendly atmosphere.
3. Four other considerable reasons for black males were: unfriendly atmosphere, not being able to keep up to the academic level, switched to a school closer to home, and lost motivation to work.
4. The other considerable reasons for white females were: getting married, and equally, unfriendly atmosphere, friends at another school, dormitory conditions and regulations, change of career goal, and transfer to a degree granting institution.
5. Four other considerable reasons for black females were: not being able to keep up to the academic level, switching to a school closer to home, unfriendly atmosphere, and being offered a job too good to refuse.

	MALE		FEMALE	
	<u>WH</u>	<u>BL</u>	<u>WH</u>	<u>BL</u>
What are you doing now?				
(1) Attending another school	58	32	33	34
(2) Working full time	33	53	44	50
(3) In the service	9	4	0	0
(4) Working part time.	0	4	6	0
(5) Seeking employment; intend to continue school	0	7	11	8
(6) Seeking employment	0	0	6	8
Number of responses:	24	28	18	26

Comments:

1. About 60 percent of white males are attending another school, while only about 33 percent of all other students are attending another school,
2. About 50 percent of all females are working full time.
3. About 38 percent of all males are working full time.
4. No females are in the service, and no males are looking for employment.
5. No white males are seeking employment and intend to continue school, while about 8 percent of all other students are.

How do you now view these persons after having had contact with them at Ferris.

(1) Faculty (and counselors, deans, library attendants):

Helpful?	<u>69</u>	<u>59</u>	<u>87</u>	<u>52</u>
Unhelpful?	<u>31</u>	<u>41</u>	<u>13</u>	<u>48</u>
Number of responses:	26	22	15	27

Comments :

1. About 75 percent of all whites found the faculty helpful.
2. Only about 50 percent of all blacks found the faculty helpful.
3. The white females and black males found the faculty more helpful than did the white males and the black females.

(2) Living area personnel (dorms, food, security):

Helpful?	<u>45</u>	<u>39</u>	<u>58</u>	<u>62</u>
Unhelpful?	<u>55</u>	<u>61</u>	<u>42</u>	<u>38</u>
Number of responses:	22	18	12	26

Comments :

1. Over 50 percent of all females found the living area personnel helpful.
2. About 40 percent of all males found the living area personnel helpful.
3. The black males found the living area personnel less helpful than did the others.

(3) Other students:

Helpful?	<u>80</u>	<u>74</u>	<u>85</u>	<u>91</u>
Unhelpful?	<u>20</u>	<u>26</u>	<u>15</u>	<u>9</u>
Number of responses:	26	21	13	22

Comments :

1. About 80 percent of all students found the other students helpful.
2. The black males found more of the other students not helpful than did the other groups.

(4) Big Rapids community:

Helpful?	<u>15</u>	<u>5</u>	<u>33</u>	<u>29</u>
Unhelpful?	<u>85</u>	<u>95</u>	<u>67</u>	<u>71</u>
Number of responses:	20	19	9	21

Comments :

1. Far more females than males found the Big Rapids community helpful.
2. About 75 percent of all students found the Big Rapids Community not helpful.

In what ways did Ferris measure up to your expectations?

(1) Classroom instruction	77	88	83	58
(2) Social life.	0	0	17	14
(3) Curriculum and Programs	23	12	0	28
Number of responses:	13	8	6	7

Comments:

1. Ferris did measure up to about 80 percent of all students' expectations in classroom instruction, except the black females (58 percent).
2. Ferris did measure up to about 15 percent of the females' expectations regarding social life but it didn't measure up to any of the males.
3. Ferris did not measure up to any of the white females' expectations regarding curriculum and programs, but it did for about 25 percent of the white males and black females, but only for 12 percent of the black males.

In what ways did Ferris NOT measure up to your expectations?

(1) Dormitory conditions and regulation	44	36	58	53
(2) Social life	25	36	0	12
(3) Curriculum and Programs.	25	0	42	12
(4) Community	6	10	0	0
(5) Student attitudes	0	18	0	5
(6) Counseling	0	0	0	18
Number of responses:	16	11	7	17

Comments:

1. Dormitory conditions and regulations were the largest single factor for all students in which Ferris did not measure up to expectations.
2. The next largest factors for white males were: social life, curriculum and programs.
3. The next largest factors for black males were: social life, and student activities.
4. The only other factor for white females was: curriculum and programs.
5. The next largest factors for black females were: counseling, dormitory conditions and regulations, and curriculum and programs.

What would have helped you to remain at Ferris:

(1) Financial aid	6	27	15	22
(2) More variety in curriculum and programs	28	14	15	7
(3) Harder work on my part.	3	4	35	7
(4) Less strict regulation	9	9	28	4
(5) Better classroom instruction.	6	0	7	4
(6) Better dormitory conditions.	28	23	0	11
(7) More social possibilities	14	9	0	7
(8) Improved Counseling and tutoring	3	4	0	33
(9) Improved community attitudes.	0	4	0	0
(10) More understanding of problems of being black.	0	4	0	4
	Number of responses:			
	32	22	14	27

Comments

1. The two highest factors for white males were: more variety in curriculum and better dormitory conditions.
2. The two highest factors for black males were: better dormitory conditions, and financial aid.
3. The two highest factors for white females were: harder work on their part, and less strict regulations.
4. The two highest factors for black females were: improved counseling or tutoring and financial aid.
5. Financial aid was a high factor for all but the white males.
6. More variety in curriculum and programs was a high factor for all but the black females.
7. Better dormitory conditions was a high factor mostly for males.
8. Counseling and tutoring was a factor only for black females.
9. No white females listed better dormitory conditions or better social possibilities, while significant (although small) percents of all others did.

Attrited vs. Non-Attrited Students

Responses with regard to faculty, living area personnel, other students, and the Big Rapids community show similar areas of distribution among black and white males and females. However, the non-attrited group view each of these as more helpful than does the attrited group.

Due to the differences in the questionnaires, it is impossible to determine with any accuracy any other distinctions, e.g., the attrited group was asked what they intended to do when they came to Ferris (get a degree, transfer, undecided) while the non-attrited group was asked if they had a definite career goal after high school.

C. AREAS OF CONTRAST AND CONFLICT REVEALED WITHIN THE ATTRITED STUDENT
STUDENT QUESTIONNAIRE RESPONSES

After studying the questionnaire that was submitted to the group of black and white students who attrited from Ferris in the Winter and Spring terms, 1969, and the report of the answers contained in the questionnaires returned (previous study in this report), it was again decided that some interesting and helpful information might be yielded by comparing and contrasting some of the answers, and also by comparing and contrasting the grade point averages with the answers, i.e., did all of the attrited students have extremely low grade point averages? Did all of those who intended to transfer actually enroll in another school?

Fifty-two students' names (13 black males, 13 black females, 13 white males, 13 white females) were randomly chosen from the stack of returned questionnaires. Their answers to all eight questions and their grade point averages were then tabulated. Since some students left some answers blank and some gave several answers to the same question, it is impossible to have the numbers always equal 52.

Following are the areas of interest and conflict that the questionnaire provoked, the tabulated results, and any interpretations that the results brought forth. While it is admitted that the following is not a conclusive study, it is sufficient enough to give a broad over-all picture.

The first area to consider when studying attrition is the intention of the individual student. Therefore, the first question asked: if the student intended to complete the requirements for a degree, to transfer, or was undecided. The following are the results:

	Intended to finish	Intended to transfer	Was undecided
black male	4	9	0
black female	7	2	3
white male	4	6	3
white female	<u>4</u>	<u>5</u>	<u>4</u>
	19	22	10

If one considers the decision to transfer definite and the state of doubt as most likely leading to attrition, it is safe to say that almost twice as many were planning to leave as were planning to stay. It is also interesting to note that more blacks intended to get a degree than did whites (11 to 8) and the same number of blacks and whites (11) intended to transfer.

These results prompted a study of question four which asked what the student was doing at present. Following are the results:

	Attending another school	Working	In service	Other
black male	4	6	1	
black female	4	8		1 looking for work
white male	5	6	1	1 looking for work
white female	<u>5</u>	<u>6</u>	<u>2</u>	<u>1</u> looking for work
	18	26	2	3

This shows that the vast majority of attrited students either transfer or go to work. It is interesting to correlate the number of those who intended to transfer and those who are actually now in another school.

	Intended to transfer	Now in another school
black male	9	4
black female	2	4
white male	6	5
white female	5	5

These results (which correlate with the above fact that more blacks intended to finish) show that there is more of a discrepancy between the blacks' intentions and outcomes than between the whites' intentions and outcomes. This may be a cultural factor and supports some of the statements in the secondary materials: (1) blacks see education as a means of acceptance, black mothers encourage thoughts of education; (2) blacks do not have and are not taught the means of manipulating the environment or determining the outcome of their lives and efforts.

The next consideration was the relationship between attrition and grade point average.

	Grade point average
black male	ranged between .25 and 2.50
black female	ranged between .73 and 2.65
white male	ranged between 1.10 and 2.87
white female	ranged between 1.39 and 3.52

The high grade point averages are probably those who intended to transfer and did so. These findings again support the findings in Section 2.4 that more of the black students, with lower grade point averages, intend to stay than do the whites who leave before they fall to a .25. Disadvantaged students are usually very poorly prepared; the white disadvantaged are slightly better prepared than the black disadvantaged; black females are better prepared than black males in the fact that they have had adult models (most of the black families are matriarchal). It is interesting to note that this latter fact holds true for the whites also. This could be due to various reasons: the white disadvantaged come from matriarchal families also; females receive better counseling or are more aware of their strengths and weaknesses and hence are more

likely to be in areas where they can succeed; females have more definite goals. The latter is an interesting theory when one remembers that many people feel that women come to school only to get married and not to receive an education.

The next area of consideration is the students' view of the causes of their difficulties. The following are the results of that question.

	Black male	Black female	White male	White female
Financing	7	5	2	5
Time to study (inadequate)	0	2	4	2
Passing examinations	4	3	2	5
Getting along with others	1	1	0	0
Subjects too difficult	1	2	0	0
No interest in subjects	7	6	6	6
Not prepared	2	4	1	2
Not taught to study	0	3	3	1
Teachers	0	0	1	0
Homesickness	0	0	0	1
Handicapped	1	0	0	0
Discipline in dorm	0	0	1	0

As is obvious, the last four reasons are very minor ones and would apply only to a very select group of attriters. The only ones which show any racial distinctions are "difficulty in getting along with others" and "difficulty with subjects." Only black students chose these reasons, and since only four of them did, they are also quite negligible. No black males chose "time to study" or "not taught to study" while a similar proportion of black females and whites did. This may again point back to culture, preparation, and ability to assess a situation accurately. Again along with this latter thought, twice as many black females as males admitted that they were not prepared. The fact that twice as many white females as males did the same, points back to the differences mentioned above between men and women. The highest consistent reason was "not interested in subjects" which was then followed by "financing." It is interesting to note that an equal number of black and white females mentioned financing, while a much higher number of black than white males did (7 to 2).

This may be due to the types and amount of part time jobs open to males and females and the availability of each to the races; or it again may refer back to the black matriarchal society indicating a lack of initiative on the part of the black male.

It is interesting to group all academic reasons together (studying, courses, teachers, preparation, etc.) and to then compare them to financial reasons. These two possibilities appear three times directly or indirectly in the questionnaire: did they cause difficulties, did they cause you to leave, and would alleviation of them have helped you to remain at Ferris?

	CAUSE DIFFICULTIES	CAUSE YOU TO LEAVE	ALLEVIATION HELP YOU TO REMAIN
Financial	19	18	12
Academic	42	8	1

Financial difficulties are definitely more immediate to the students and are recognized. The same is not true, however, for the academic difficulties. Again, the disadvantaged cannot assess these difficulties accurately (remember the grade point averages).

Even though only two blacks mentioned "getting along with others" as a difficulty, many had complaints about teachers, personnel, students, and Big Rapids.

	NOT HELPFUL			
	TEACHERS	PERSONNEL	STUDENTS	BIG RAPIDS
black males	6	9	1	11
black females	3	5	0	9
white males	4	8	0	11
white females	3	7	0	11

These results show a very high agreement between the races. Students are for the vast part helpful; Big Rapids is definitely not helpful. Seven whites and nine blacks think teachers are not helpful, fifteen whites and fourteen blacks think the personnel are not helpful. This means that out of the fifty-two questioned, only 16 thought teachers were not helpful but 29 thought that personnel were not helpful.

The next areas of study were the ways in which Ferris lived up to and did not live up to student expectations. Answers to these two questions range, for both, between "every way" and "no way." The answers are quite idiosyncratic and almost non-chartable. The following are some examples of typical answers.

LIVED UP TO EXPECTATIONS

Everything
Tuition
Helped self confidence
Classes
Teachers
Social life
Personnel
Size
Buildings
Conducive to study
Helped motivation
Nothing

DID NOT LIVE UP TO EXPECTATIONS

Everything
Racial differences
Had to walk too far
Administration
Too many strict rules
Classes
Teachers
Social life
Personnel
Buildings
Nothing

The last area of consideration is the reasons for leaving and reasons which could help one to remain. As in the last area above, the reasons are quite individual and difficult to chart. The following are again some examples of typical answers.

REASONS FOR LEAVING

	Black Male	Black Female	White Male	White Female
Financial	8	4	3	3
Academic	1	6	1	1
Social	0	0	0	0
Marriage	0	1	0	4
Tired of school	0	0	2	1
Rules at Ferris	0	1	3	1
Other students	0	0	1	1
Homesickness	0	0	0	1
Illness	0	0	1	1
Racial atmosphere	4	0	2	1
Not right courses	0	1	1	2
Lack of confidence	1	0	0	0

MEASURES WHICH COULD HELP ONE TO REMAIN

	Black Male	Black Female	White Male	White Female
Financial	5	6	0	1
Grades	0	1	0	0
Social	0	0	0	0
Less strict rules	2	2	3	2
Help from teachers	2	2	0	0
Co-ed dorms	0	0	1	0
Off-campus housing	0	0	1	0
Not in Big Rapids	0	0	1	0
Better faculty and personnel	0	0	1	1
More courses	2	1	2	0
Luck	0	0	1	0
Treated like a person and not like a number	0	0	0	0
Better Orientation	0	0	0	1
Better advising	2	7	0	2
Knowledge of what I want	0	0	0	1
Less racial tension	3	0	0	0

While there are many different reasons and solutions given, some of these stand out as areas which merit further consideration. They are: financial aid, academic improvement and help, rules at Ferris, racial tension, and better advising.

D. GRADUATION AS A PERCENT OF TOTAL NET ATTRITION

Of the black students who attrited throught the period September-June, 1968-1969, those who graduated accounted for 9.9 percent.* The accounting is as follows:

104 did not return for the second term but
7 of these returned for the third term.

97 net, who did not return second-term -
54 did not return for the third term.

151 net total attrition for second and third terms. of these -
15 graduated.

136 net attrition for reasons other than graduation.

* Fifteen graduates as a percent of 151 total net attriters. Figures provided by Office of the Registrar.

2.4 AN EXAMINATION OF CERTAIN ACADEMIC AND DEMOGRAPHIC ATTRIBUTES OF FERRIS STUDENTS

In making an in-depth study of the reasons for attrition of black students from Ferris, an examination of certain personal attributes important to the successful retention and completion of a program at Ferris was deemed to be essential to an improved understanding of the Ferris student. It was hoped that partial understanding, at least, could be obtained by resorting to statistical analysis, specifically, by attempting to determine whether or not there were (1) significant (quantitative) differences in six attributes between the black Ferris students and other selected groups and (2) did the six attributes for the various groups associate or correlate together to form descriptive characteristics, traits or factors. The six attributes considered in this statistical analysis were:

Academic	Demographic
<u>Academic Achievement</u> (1) Honor Point Average	(5) Size of High School Attended (6) Socio Economic Status
<u>Academic Aptitude</u> (2) School and College Ability Test (3) English Cooperative Test (4) Mathematics Cooperative Test	

The first four attributes were measured by placement test scores. Of the demographic attributes, the first, high school, was based on a scale of one to nine, (small schools represented by one and the largest schools by nine); and the second, socio-economic status, was based on occupation of parent as related to Warner's Revised Occupational Rating

Scale where a score of one is high socio-economic status and seven is low.¹

Figure One, an Examination of Six Attributes provides an overview of the study.

¹Appendix 4.2, Tabulations A and B. All technical matters contained in this section are treated fully in this appendix.

Figure 1

AN EXAMINATION OF SIX ATTRIBUTES

1,531 Ferris Student enrollees in P.E. Classes, Spring '69	220 Ferris Dropouts 1968-69		
White Non-Attriters	Black Non-Attriters	White Attriters	Black Attriters
91 Sample	88 Sample	124 Sample	96 Sample

The six attributes of comparison:

Academic	Demographic
HPA	Size of High School Attended
SCAT	Socio-Economic Status
English	
Mathematics	

Question:

1. Are there differences among the sample groups when their attributes are compared?

Answer:

Yes. Black and white groups differed in all six attributes. Black attriters and non-attriters differed as to HPA. White attriters and non-attriters differed as to HPA and socio-economic status.

Question:

2. Do any of the six attributes associate or correlate to form descriptive characteristics peculiar to a specific group or common to several groups?

Answer:

Yes. The strongest emerging characteristic always included academic aptitude, usually in combination with other attributes. The other emerging characteristic (with one exception) always included socio-economic status in combination with other attributes.

General Statement of Findings

1. Significant differences were found to exist between the black and white students, non-attrited and attrited, in all six attributes with the white students ranking or scoring higher in all six.

2. In comparing the black non-attrited students with the black attrited students, the only difference found was that the black attrited students had lower honor point averages.

3. The white attrited students also had lower honor point averages than the white non-attrited students and, in addition, indicated a higher socio-economic status than the white enrolled students.

4. When the scores of the black and white non-attrited subjects were combined and compared with the combined scores of the black and white attrited students, significant differences were noted in the attributes of the attrited students as follows:

(1) honor point average was lower, (2) larger high schools had been attended, (3) socio-economic status was lower.

Further statistical analysis of the six attributes indicated that academic aptitude was always found in Factor I, but in some of the student groups other attributes were also present in the factor, depending upon the particular group. Size of high school attended and socio-economic status showed up in Factor II of most of the groups.

Some concluding inferences that may be readily drawn from this study are as follows:

(1) There were apparently no significant differences in academic aptitude in the enrolled and attrited students, only in honor point averages (academic achievement). (2) The size of the high school attended affected academic achievement inversely in both black and white non-attrited subjects.

Detailed Findings Regarding Significant Differences Between Attributes

Significant differences between the measured attributes of honor point average, SCAT, English and Mathematics test scores, size of high school attended and socio-economic status were examined by statistical methods which enable the following findings to be stated:

Black Non-Attrited vs. White Non-Attrited. The black non-attrited group did differ in a statistically significant manner (.01 level)² from the white non-attrited group. The black non-attriters scored lower in Honor Point Average and scored lower on: SCAT, English, and Mathematics tests. The black non-attriters attended larger high schools, and a larger number of these blacks were in the lower socio-economic classes.

Black Attrited vs. White Attrited. The same facts as stated above hold true in a similar manner for the black and white attrited groups.

Black Attrited vs. Black Non-Attrited. The black attrited groups differed in a statistically significant manner (.01 level) from the non-attrited black group in only one attribute. The black attrites had a lower honor point average.

White Attrited vs. White Non-Attrited. The white attrited group differed in a statistically significant manner from the white non-attrited group in the following ways. At the .01 level of significance, they (white attrites) had a lower honor point average. At the .05 level of significance, there was a larger number of them in the higher socio-economic classes. (Note Table 1d, item 6, page 229.)

²A level of probability indicating that the statistical analysis indicated a 99 percent level of confidence that there were significant differences.

Attrited vs. Non-Attrited. The whole attrited group differed in a statistically significant manner (.01 level) from the whole non-attrited group in the following attributes. The attrited group had lower honor point averages; they attended larger sized high schools, and there was a larger number in the lower socio-economic classes.

Detailed Findings Regarding Common Descriptive Factors

The second part of the analysis was concerned with determining whether or not there were common descriptive factors among the six attributes as they pertain to the several groups of students. In order to accomplish this a factor analysis was performed on the non-attrited and attrited groups. One of the major applications of this procedure (factor analysis) is to identify traits which several tests measure in common and which results in their intercorrelation. For example, tests of verbal ability, numerical ability, abstract reasoning, spatial reasoning and memory, when factor analyzed, have indicated a strong correlation. This is because the factor of intelligence runs through these tests and is a trait which they measure in common.

Therefore, the six attributes were factored and two major factors emerged in the several groups. While these factors were present for all groups, they did not correlate in exactly the same way for all. It is very difficult to identify precisely what these factors are, for here one is dealing with data that has many many facets; also, once the factors are named their scope or applicability is limited by the words chosen. However, for clarity the factors (after careful study of this data and that of the other studies) were tentatively designated as Academic Ability (Factor I) and Demographic (Factor II)

However, when considering these tentative designations of Factor I

(Academic Ability) and Factor II (Demographic) it must be observed that although a particular group may have common attributes with other groups it may also have other attributes that are not common. Consequently when viewing Factor I and Factor II of the several groups, the focus should be upon the different attributes (as well as upon the common attributes) that serve to provide the descriptive characteristics that differentiate one group from another.

Following is a listing under each factor of its indicators or correlates of the size attributes and the groups for which they work together:

Factor I (Academic Ability)

1. Academic aptitude is an indicator of this factor for all groups.
2. Academic achievement is an indicator of this factor for the black and white non-attitred groups when these groups are examined separately and when combined.
3. Size of high school is an indicator of this factor and is related inversely to academic aptitude and achievement for the black non-attitred group. It did not appear in the white non-attitred group.
4. Socio-economic status is an indicator of this factor for the white non-attitred groups and is related to academic achievement and aptitude.

Factor II (Demographic)

1. Socio-economic status is an indicator of this factor for all groups except the white non-attitred group.
2. Size of High School Attended and Academic Achievement are related inversely for the white non-attitred group.

3. Size of High School Attended and Socio-Economic Status are related inversely for the white attrited group.
4. Socio-economic status along with the size of high school are related inversely with English for the black non-attrited group.
5. Socio-Economic Status, English and Honor Point Average appear as indicators of this factor for the black attrited group.
6. Size of High School Attended is an indicator of this factor for all groups except black attrites and the separate group, - all attrites. In the black attrited group it appeared independent of the other factors.

Conclusions.

1. There were apparently no significant differences in academic aptitude in the non-attrited and attrited subjects; only honor point average (academic achievement)
2. The size of high school attended affected academic achievement inversely in both black and white non-attrited subjects.

An explanation of the statistical methodology and the accompanying tables are given in Appendix 4.2.

2.5 COMMENTS AND OPINIONS OF INFORMED FERRIS PERSONNEL

The following is material that was taken from the memoranda which some of the Ferris Personnel sent in response to the Task Force's inquiry. As of the date of this summary, (6/9/69) 18 of the 25 people answered. These persons are identified in Appendix 4.3. Any direct statements used are given in direct quotations; but since the statement and not the person was the important factor, no attempt has been made to identify each person with every one of his comments.

The writers' statements were grouped into: Reasons for Attrition, and Recommendations. These two major groups were then sub-divided into five areas: Background and Preparation of Students; Admission Policies, Probation, and Counseling; Remedial Courses and Programs; Non-Academic Reasons; and Transferees.

REASONS FOR ATTRITION

Background and Preparation of Students

"A pattern of failure seemed to develop in earlier schooling and persisted in college."

"Thirty-five percent of our students learn most readily orally by what they hear. The same percent by what they see. The rest are gifted and combine both or can't do either."

The students arrive with "a lack of study skills and self discipline."

They "lack motivation and desire light academic loads. Many do not have regular attendance in classes prior to 9:30 a.m."

They "are either unwilling or psychologically unable to make the personal sacrifices required to achieve academic success."

Our students have: a "lack of personal confidence", and have "undefined goals - not knowing why or what they are preparing for." They are "at variance with a different value system" and "haven't learned to achieve a high degree of satisfaction with learning". The black students need to have a "black person on the staff who would serve as a model to be emulated and in whom one could confide."

"Our experience has shown that high school diplomas presented by many of our students is nothing more than an attendance certificate."

"Attrition in Teacher Education among black students has been caused by a lack of basic academic preparation at the high school level, as we are getting a number of these students who enter the Division of Teacher Education with a satisfactory high school honor point average but who place in the SCAT Code 1 and 2 area on their entrance examinations."

"A large number, I have found, are negatively motivated toward attending college, but are here either to escape the draft or because they have been encouraged by a representative of an official agency, who wishes to meet his assigned quota of student recruits. Quite obviously, such students cannot and will not apply themselves to the academic tasks that lie ahead and eventually stop attending classes."

Admission Policies, Probation, and Counseling

"Society seems to be saying that college degrees are more desirable than a certificate from a trade school. Here again students are aspiring to areas beyond their capacity."

"We have begun to accept students of low capability who have no scholastic potential whatsoever."

"Open door admissions to the institution and open door admissions to each curriculum are not the same thing."

"Some of these students are supposedly going into a non-science program and they still get put into a science course."

"Many of these students are passive and permit faculty advisors to schedule them for subjects for which the student knows he is not qualified."

"The sliding scale for g.p.a. may not take into account the special needs of disadvantaged students. These students often run afoul of the Ferris denial policy due to extremely poor work during their first term. The first term and a follow-up second term are crucial."

"At times it is unrealistic and inappropriate to enroll in the School of General Education due to a lack of a choice of a definite program."

"With the exception of the School of General Education, students

enrolling at F.S.C. must select a very definite and sometimes narrow vocational program. Those that cannot or do not choose a definite program will most likely enroll in the School of General Education...

When summarizing the percentage of students above a 2.00 H.P.A.,

I find the following:

C.T.D.	58.82 percent	above 2.00
Gen. Ed.	35.48 percent	above 2.00
T & I	58.34 percent	above 2.00

If any meaning at all can be attached to these rather obvious differences, it seems to me that we must become involved in a pre-admission testing program rather than a pre-enrollment testing program after admission."

Remedial Courses and Programs

"Students can not read and do not have much of a vocabulary."

"Emphasis in English 100 is mostly on grammar and sentence structure. But so much of the problem seems to be tied to reading."

"I've had some students come to me (and) say they couldn't write their essay because they don't have anything to say. I would say oh yes you do. You've lived 18 years and certainly have had some experiences of some kind. But, you know, I'm beginning to think they haven't had. This is not just black students but also white."

"I don't feel that the remedial courses we have now are doing much good for the students. Some of these students feel as though they have been "pushed" through high school. And they know that there has not been a great demand put on them while in school. Certain apathy has thus been encouraged and so they arrive at college with this feeling."

"Often these students are required to take non-credit reading and English and quite frequently Math 100. It is most difficult to register

this first term student for any additional subjects for which they are qualified, and quite frequently it is these additional subjects that cause the student his difficulty. If the student happens to be an athlete he will insist on 14 hours of credit which amounts to academic suicide."

"Many of them are required to take as many as three remedial courses and at the same time they will be assigned to such a schedule as Bio Science 101, Physical Education 101 and Orientation 101. These young people normally receive satisfactory marks in their remedial courses but they invariably will fail Bio Science 101 which automatically indicates an Honor Point Average far below a 2.00 average required.¹ Even if the student should be fortunate enough to receive "A" grades in Physical Education and Orientation, his Honor Point Average for the first quarter, should he have received a failure in Bio Science 101, would be 1.40 or thereabouts. It is pretty difficult for a young person to begin his college career with less than a 1.50 average and no basic courses to show for it."

Non-Academic Reasons

"Most of the disadvantaged students are entirely dependent on receiving financial aid from the college. When their grades drop so that they are on academic probation, they automatically lose their financial support and, having no other resources, must drop out."

"Many students need 'moral and psychological' support while making the transition from High School to College in their first quarter."

¹Refer to section 2.9 Course Success/Non-Success Experience of 234 Ferris Black Students and Appendix 4.4.

"Black and disadvantaged students drop out or become academic casualties largely because they cannot adjust to the pressures and expectations of a campus culture which is virtually foreign to their frame of reference. A typical U.S. college is not a 'melting pot' culture, but rather is one in which books, essays, oral reports, thinking (as opposed to doing), and in general, upper middle class intellectual values permeate daily activities. It is unreasonable to expect a great leap of adjustment from those who have had a disadvantaged past."

"I have been told by black students that they are forewarned prior to matriculating that Ferris is not a good school for blacks."

"Some of the black students feel that they are not truly welcomed in classes, and that students and instructors only tolerate the black students because of legal requirements."

"The black student can hardly be happy when forced to live in a community where racism flourishes without hindrance. For the most part we are very careful not to expose ourselves in situations where discriminatory behavior can be proved. However, our communication of our racial attitudes is sometimes anything but subtle. The black student is a master observer in this regard. One area where a black student should theoretically be most comfortable and less vulnerable to racist attack, is that area where the racism seems to be most prevalent--our residence halls...Black students are denied off-campus living accommodations only because they are black. One landlord said that "he did not rent to niggers. They are dirty, immoral, filthy and in many respects not human." In casual conversation with non-academic personnel, I have experienced extremely strong feeling of racial prejudice,

extreme dislike for the black ones, and in one case, 'the goddam niggers'.² Some of these same people have a general dislike, disrespect, and a mistrust of students in general. The recent reaction of the RFAC to the proposed student government observer resolution might be construed as superficial support for this last statement."

Transferees

"Many students do successful work and transfer to other colleges as soon as the new college will accept them."

RECOMMENDATIONS

Background and Preparation of Students

"A study skills course or instruction in this area may be very valuable."

"Ferris should enable its instructors to teach high school students and, or non-students in underprivileged areas in their individual speciality areas. These courses would be non-credit or certificate courses much in the manner of a number of T and I courses are now given throughout various areas of the State to mechanics, electricians, etc. Grand Rapids, White Cloud, Baldwin and other cities which contain pockets of poverty should, it would appear, be of great concern to Ferris since these are within a day's travel time. We would thus serve as a 'big brother' to those areas of limited academic vision. Ferris Junior and Senior underprivileged students could serve well as assistants to the instructor."

²Refer to section 2.3 A Study of Attitudes of 'Non-Attrited' and 'Attriter' Students.

"More student advisory programs, counseling programs, tutorial programs and vestibule programs should reduce the attrition."

"We should permit SCAT Code 1 and 2 black students to reduce their credit load to the 12 hour level."

"My feeling is that a student without prior college experience should not be denied on the basis of his first quarter record. With counseling and encouragement during a second quarter of work, the student might be salvaged, or redirected in his vocational goals."

Remedial Courses and Programs

"I feel that whatever remedial recommendations you make---it should involve a conditioning of a student by assigning a job to a student and making sure that he carries it out. I don't feel they (generally) have been challenged very much."

"Reading should be taught with phonetics emphasized."

Students should study a "foreign language in order to learn the structure of Language".

We should "teach English as a Foreign Language to students from sub-cultures with unique modes of communication."

There must be a change "in the system of granting honor points for remedial work".

"We must give honor points for remedial work".

"Because of stigma attached to remedial or non-credit work, maybe it would be well to develop the concept of a "five-year program" for the disadvantaged student. Instead of telling him that he has to do a considerable amount of remedial and foundation work before he can enter the conventional college program, let's enter him immediately into a conventional college program with 'unconventional' requirements—

"Summer stipends should be made available to underprivileged youth. The course of study should be elective including the option of taking General Education, Commerce (Business), Trade and Industrial, Health Arts, or any combination of these areas as the individual student may prefer. 'Audit' should be given as a grade in most instances. The object would be to stimulate interest in some area of useful post-high school study."

Admission Policies, Probation, and Counseling

"Students must be taught that there is dignity in all work."

We should "put the brake on our program of expansion and at the same time take a more realistic approach toward applicants in the future."

We should "provide them with a program of study which they can conceivably pass."

"We should provide a rather realistic period of training and learning for each student."

"I do believe that a flexible but full-scale set of remedial options are necessary (to be prescribed by the Counseling Center and the Admissions Office before a student arrives on campus). I stress that the student should be aware of the nature of the program before he comes to Ferris. Students and their parents become irritable and frustrated when they arrive on campus expecting to do college work and are placed in remedial courses."

"We must assist these students to adapt to their new environment through intensive counseling. Perhaps we should think in terms of employing trained professional people to counsel, tutor, and teach (just) this special type of student."

that is, a five-year baccalaureate degree program. The same concept could be applied to the other programs we have here at Ferris---that is, the two-year Associate and Applied Science program would be a 'three-year Associate Degree Program'. In other words, let's try to provide the transitional period in a frame of reference that does not produce a stigma for negative reaction on the part of the disadvantaged student."

We should 'set up a special 'prep' school designed to assist special students to make the transition to a college environment. The curriculum should be of one year's duration. Perhaps we should set up 'prep centers' at strategic areas within the state."³

Non-Academic Reasons

"A possible answer is the creation of a discretionary loan fund which we don't have at this time. It may be that we need to revise the financial aids policy."

"Perhaps special living arrangements and counselors may be needed."

"More people must be allowed time to form 'significant associations' with these students. Also more black people must serve as models to be emulated by the students and must serve as confidants."

Transferees

"Additional four year degree programs might help."

³Refer to 'Interviews with Competent Persons...' p. 160.

2.6 ATTRITION IN RELATION TO REMEDIAL COURSE RECOMMENDATION ENROLLMENT

Purpose of the Study

The purposes of this investigation were:

1. To identify those students who had attrited during or following the 1968-69 Fall and Winter terms and who had been recommended for remedial work in English 100, Mathematics 100, or Reading Improvement 100.
2. To determine whether those attrited students had taken the remedial courses for which they were recommended.
3. To determine whether the remedial course experiences of the black students were different from those of the white students.

Procedure

A list of attriters, for the Fall and Winter terms of 1968-69 along with these students' transcripts and their profile reports with test scores were obtained from the Registrar's office. Supplied with these data (1) the profile reports were examined for the attriters to determine whether or not they had been recommended for English 100, Mathematics 100, or Reading Improvement 100, and (2) the transcripts of the same students were examined to determine whether those who had been recommended for remedial courses had in fact taken such courses.

The following data must be projected against the fact of total Ferris Fall 1968 enrollment which breaks down between black and white students as follows: black, 366, white, 7,834, total 8,200.

Findings

The records of 99 black students who attrited during the Fall and Winter terms of 1968-69 were examined. Of these, 55 (or 55 percent) had been recommended for English 100. Of these 55, only 34 (or 62 percent) actually enrolled in English 100. Of the 99, 75 (or 75 percent) had been recommended for Reading Improvement 100. Of these 75, only 50 (or 67 percent) actually enrolled in Reading Improvement 100.

Ninety-five (or 95 percent) of the 99 had been recommended for Mathematics 100. Of these 95, only 24 (or 25 percent) actually enrolled in Mathematics 100.

Stated another way, it had been recommended that 99 black students take a total of 255 remedial classes, only 103 classes, or 48 percent of those recommended, were taken.

In summary form, the black student experience with remedial classes appears as follows:

<u>Students</u>	<u>English 100</u>	<u>R.I. 100</u>	<u>Math. 100</u>
Numbers recommended to take	55	75	95
Numbers who took	34	50	24
Percent recommended who took	62%	67%	25%

The records of 152 white students who attrited during the Fall and Winter terms of 1968-69 were examined. Of these 37 (or 24 percent) had been recommended for English 100. Of these 37, 23 (or 62 percent) actually took the course. Twenty-six (or 17 percent) had been recommended for Reading Improvement 100. Of these 26, 17 (or 65 percent) actually took Reading Improvement 100.

Of the 152, six (or 4 percent) had been recommended for Math. 100. Of these six, three (or 50 percent) actually took the course.

Stated another way, it had been recommended that 152 white attriters take a total of 69 remedial classes. Of this number, only 43 (or 62 percent) of the classes were taken.

In summary form, the white experience with remedial classes was as follows:

<u>Students</u>	<u>English 100</u>	<u>R.I. 100</u>	<u>Math. 100</u>
Numbers recommended to take	37	26	6
Numbers who took	23	17	3
Percent recommended who took	62%	65%	50%

A comparison of the white and black groups follow:

<u>Students</u>	<u>English 100</u>	<u>R.I. 100</u>	<u>Math. 100</u>
Percentage of <u>black</u> students recommended to take and who took the course.	62%	67%	25%
Percentage of <u>white</u> students recommended to take and who took the course.	62%	65%	50%

Despite the disparity in numbers, the percentages reveal remarkable unanimity of the black and white groups as far as English 100 and Reading Improvement 100 are concerned, but they reveal a sharp difference with regard to Math. 100. While neither group responded to the Mathematics recommendation as it ought to have done, the response of the black group was especially sad, not only because of the deplorable fact that 95 out of 99 black students tested so low in mathematics that Math. 100 had to be recommended but also because only 25 percent were moved to accept the recommendation or, perhaps, recognized the need to do so.

2.7 THE REMEDIAL COURSES

In the progress of the high-risk student from his home neighborhood and high school to Ferris, the first term in the college is obviously the decisive one with regard to his survival and continuation. He faces challenges in both the academic and social programs of his daily life. Specifically with regard to his academic program, being a high-risk student automatically signifies that his probable academic performance will be marginal. The remedial courses (English 100, Mathematics 100, and Reading Improvement) are recommended for his program at this crucial point to bolster his knowledge and use of these most basic of intellectual tools and thus improve his chances of success. Thus these three courses carry a degree of importance to the possible life success or failure of this special category of student far beyond that which appertains to any future course of study in which he might enroll. For this reason a brief examination is made of the procedure by which it is determined that a student should take these courses and a brief description of the courses as currently presented at Ferris.

Procedure for Determining Candidacy for the Courses

Prior to the beginning of the term the new student is tested for his academic aptitude (a combination of his verbal and quantitative scores), grammatical achievement, reading comprehension, and mathematical achievement. These scores are then translated into a percentile ranking from 0 to 100. Customarily those whose test scores place them in the following categories: English, lowest 20 percent, Mathematics, lowest 25 to 30 percent, Reading, lowest 25 percent will have the remedial course checked on his "Test and Profile Chart"

to indicate to the faculty program adviser, at registration, that he ought to recommend the inclusion of these courses in the student's program.

It must be emphasized that the inclusion of these courses is optional with the student, and that these courses carry no credit. As a consequence the program adviser meets with strong opposition from the student who discovers, at this point in his registration, that he will not be receiving much college credit for a program which, nevertheless might well absorb a full number of class hours. Many faculty members fail to insist upon the inclusion of such courses and some even ignore the recommendations on the profile chart. Thus it is possible that a large number of students whose failure or success depends upon the absorption of these courses can avoid them.¹

Before describing the courses it must be noted that there are two levels of approaches to the remedial courses: (1) the social-philosophic, which treats of the total condition of the student; and (2) the administrative which is concerned with the specifics of constructing and offering a college course. Normally any course will represent some of the former and much of the latter but the combination in most instances is not of great importance. However, having remedial courses in an institution which enrolls a large number of poorly-prepared disadvantaged students is of great importance. Thus, in the following course descriptions, comments made by the heads of the departments concerned with them reveal this matter of emphasis of one approach over another. The statements themselves are the editor's paraphrasing of personal statements and in memoranda.

¹Note statistics in section 2.6, "Attrition in Relation to Remedial Course Recommendations and Enrollment."

English 100²

An example of the social-philosophic approach can be observed in the following paragraph extracted from the memorandum of a professor³ in the English Department who, at the same time struggles with the practical considerations which must characterize the administrative approach:

"No single, magic remedial course in English will reduce high percentage of blacks who fail this course. Perhaps no single course will help. It seems that a year-long interdisciplinary program (not a course), which would be very comprehensive in nature, might help. Such a program should help the black student establish his own identity and give him a twelve-year education in one. Such a program should be absolutely restricted to twelve students, and should be presented five to six hours a day, five days a week. Only those teachers, and preferably they should be black, who have some years of successful teaching in inner-city schools should be recruited for such a program and they should be paid whatever is necessary to secure them."

The administrative factor must necessarily be considered in order to adapt to three main constraints: (1) the large number of registrants; (2) optimal use of faculty resources; (3) academic level of the student. The response to these factors was the construction of a course utilizing the structured approach which, because of its reliance on self-teaching permits the utilization of the instructor-level personnel and of senior students for the paper-work involved, thus satisfying the expense constraint. This approach also satisfies the constraint imposed by a large number of registrants which creates the problem of uniformity of instruction and pace among the several sections. The elementary level of the text and instruction is gauged to the low academic level of these students. Thus all three constraints are satisfied.

The course concentrates on the sentence (simple and complex). It then moves into grammar analysis, treating of the agreement of subject with verb,

²Dr. Joseph H. Dugas, Languages and Literature, General Education Division
³Professor John J. Fogarty

verb groups, adverbs and adjectives, pronouns, and "graphics" (punctuation and capitalization).

The class procedure moves as follows:

First day: Class is tested on the study unit (or frames) previously assigned. Next study units assigned.

Evening: Tests are graded and/or papers checked.

Second day: Tests are returned and reviewed carefully. (This amounts to a review of the frames.)

Third day: Students meet with instructor for further instruction if they have failed the test and/or if they think they should repeat the frames on which they were unsuccessful.

The department head expressed his desire for a more clinical, detailed type of instruction but stressed that any methodology or procedure other than the one in use inevitably increases the expense.

Mathematics 100⁴

This course is designed to help students comprehend mathematical concepts and to overcome deficiencies in the handling of whole numbers, decimals, fractions, and elementary algebraic operations. It aims to help the student understand better and to use easily the mathematics needed in daily life.

In teaching the course a careful structuring of classroom work and home study has been made.

Each evening of the week (except Friday) a two-hour laboratory period is held in the independent study center at the library. Tutors are present. The student, at his regular classroom session, is urged to do his home-study assignment as soon after the mathematics class as possible. If he comes upon a problem or a concept with which he cannot cope, he can then attend the night laboratory and receive whatever assistance he needs.

⁴Nicholas Musselman, Mathematics, School of General Education

Here again, the constraints specified above are present and shape to a considerable extent the design and administration of the course. But here, also, the social-philosophic element is recognized, for the department head notes:

The course content of Math 100 is good. However motivation of the student is a problem. Usually students who need this course have built up over the years a dislike for mathematics. Grading of "satisfactory" or "unsatisfactory" causes some students to do only enough work "to get by" and students, in general, resent getting no credit for the course.

The Counseling Center's recommendations as printed at the bottom of the Test Profile Chart causes one advisor to waive the course quicker than another advisor. This inconsistency causes students to argue for "getting out of the course."

Reading Improvement

Placed in the Specialized Education Division, the Reading Improvement course attempts to service all departments of the college and to assist the student in all of his classes - not, specifically, to prepare him only for subsequent English classes. Students in Reading Improvement are there primarily because of poor academic work and study habits.

Like English 100 and Mathematics 100, Reading Improvement is almost wholly oriented to the administrative approach because of its all-college responsibility. The director⁵ writes:

"Presently we are cramped for space, especially in the fall quarter when the enrollment in the Center⁶ goes up to 650. . . ."

Perhaps reading should be made mandatory for students who make extremely low scores on the entrance tests. As it now stands remedial reading and study skills are merely recommended. Advisers have a tendency to overlook the recommendations made by the Counseling Center that a student take reading. If this were policy, then the Reading Center would be 100 percent operative during all four quarters. . . ."

⁵Peter F. Holub, Assistant to the Dean, School of General Education
⁶Reading Center

Comment Regarding the Remedial Courses

From the foregoing, one can note the recognition of the importance of the social-philosophic approach but it also becomes evident, rapidly, that the three constraints: large number of students (in need of remedial services), optimal use of faculty resources, and academic level of the student, together exert a dominant influence in the design and administration of the remedial courses. Whether or not it can ever become administratively feasible to grant more consideration to the social-philosophical factor in this process will be determined by the growth of pressure for admission exerted by the black and white disadvantaged groups and the ever-increasing scholastic demands made by evolution within the many disciplines which are adopted for instruction at Ferris. In short, more attention to the social-philosophic factor as an element in the design and administration of the remedial courses is an imperative which must come sooner rather than later.

An examination of transcripts of 234 black students enrolling in the Fall and Winter terms, 1968, 1969 revealed the following with reference to their success or failure in the remedial courses:

<u>Remedial</u>	<u>Enrolled</u>	<u>Success Percentage</u> ⁷
English 100	91	80%
Math 100	63	88%
Reading Improvement	17	90%

The high success percentage would indicate that, once in the remedial class, the majority of the students do well. The problem, as shown in the tables in section 2.5 Attrition in Relation to Remedial Course Recommendations and Enrollment is to get them to enroll.

⁷The above statistics are presented together with the full range of courses taken in section 2.9 "Course Success/Failure Experience of 234 Ferris Black Students."

2.8 CURRENT PREPARATORY AND TUTORIAL SERVICES

Lest the impression be gained that the disadvantaged student, black or white, is not being currently offered whatever necessary tutorial or other academic support services which he or his instructor recognize a need for, a brief canvass of such services was conducted.

This search revealed that six programs are now in existence. Two are for possible college students (High School Completion Program, and Pre-College Workshop Program), one is for those students about to start classes (Summer Orientation Program), and three are for those presently enrolled in classes (Mathematics Department Programs, Mathematics-English Tutorial Program, and Tutorial and Remedial Services).

While it is realized that these programs are open to all students not just the disadvantaged, it must be remembered that the largest number taking advantage of these programs will probably be disadvantaged.

From the foregoing one can observe that efforts at Ferris to bolster a sagging academic high school record are considerable. However, two elements must added: the motivation of the student and financing. The development of the former element is one beyond the limits of this immediate chapter and, in any case, is far more subjective than objective. The reverse is true of the latter element. Were financial means to be found perhaps many well-motivated students could enroll in the Pre-College Workshop and/or Summer Orientation Programs than are now able to do so because of financial limitations.

A brief description of each program follows.

Programs for Students Not Yet Accepted in College

High School Completion Program

The thrust of this program within the School of General Education (Specialized Education Division, High School Department) is to ". . . encourage the enrollment of mature men and women who are unable to complete high school work at the usual age." In addition other groups are admitted: high school graduates desiring additional preparation for college entrance; students with grades too low for college entrance; those lacking the sequence of high school subjects to qualify them for college entrance.

Another requirement, and one which distinguishes this program from the ordinary high school, is that the applicant must fit one, at least, of the following classes:

1. Be a veteran of the Armed Forces.
2. Be married.
3. Be a high school graduate who requests post-graduate study.
4. Be a student of at least 18 years of age who has been out of school one calendar year.

This program has obvious relevance to the poorly-prepared student, be he "disadvantaged" or not. It gives him the opportunity to improve his preparation if the previous high school experience was inadequate or if a period of time elapsed between high school termination and college entrance, or both.

Pre-College Workshop Program

The objective of this program is to offer a high school graduate the opportunity to strengthen his background in particular academic subjects before formal enrollment in a college or university. Thus the program is particularly suitable for the academically disadvantaged student.

There is a workshop offered in five areas: physical science, mathematics, speech, reading and study skills, and English. Each one meets for half day five days a week for three weeks. Thus it is possible to enroll in only two workshops during a period. However two of these three week periods are designated and a student may enroll in workshops during both periods if his needs require.

The program indirectly includes such elements as: instruction in the use of the library and other study aids, familiarization with college-level work, exposure to college life, and adaptation to community living in residence halls and dining rooms. Thus, academic and social-environmental conditioning (elements needed particularly by the disadvantaged student) to the collegiate life style is achieved; by stressing remedial review in mathematics, English, reading, and study skills, the areas of greatest weakness for some students (particularly the ones coming from an inadequate high school) are strengthened. The three-week sessions are short enough to preserve a high level of interest yet intensive enough to achieve effective learning for the well-motivated student. Additionally, the level and pace are adapted to the student's own level with individualized instructor assistance emphasized.

Except for the cost,¹ (which would be formidable for the economically disadvantaged student) this program does for 83 students (total for the two 1969 workshop periods) what many other better publicized programs are doing for a very few. The essential difference lies in the cost factor. Those with only a few in the summer remedial or "catch-up" programs² attempt to absorb all costs so that the student who is both academically and economically disadvantaged, will have his chance.

¹\$122 for tuition, activity fee, and room and board only.

²Refer to Programs for Disadvantaged Students in U.S. Colleges and Universities, pp. 3, 6, 8.

Program For Students About to Start College

Summer Orientation Program

Whereas the Pre-College Workshop Program is designed to improve the performance of the poorly-prepared student not yet admitted to college, the two-day Summer Orientation Program is for the student already admitted. Its mission is to improve the first-year performance by trying to achieve a good intellectual placement of the student through testing and to register him in his particular course schedule or program. Also, like the Workshop Program, it is designed to give him some orientation to campus life plus a view of the physical facilities of the college and an acquaintanceship with the curricular offerings at Ferris. In this respect, although it is not specifically oriented to the disadvantaged student it goes far to remove strangeness, create familiarity with surroundings and personnel and to establish bonds, however slight, which will help to reduce the full impact of strangeness which could be a hindering factor to the incoming student already filled with fears and doubts.

Again, as in the Pre-College Workshop situation, for the student economically, as well as academically disadvantaged, the cost of journeying to Ferris from home plus the \$10 dormitory and meals charge could well be a deterrent.

Programs For Those Presently Enrolled

Mathematics Department Programs

The Mathematics Department of the School of General Education has for some time maintained regular programs of non-classroom assistance to the less-qualified student. In principle the instructors utilized in tutorial sessions are advanced Mathematics-education majors (those who plan to teach Mathematics).

It has been estimated that as high as 15 percent of the students in any one term avail themselves of one or another of these programs, none of which is compulsory.

Daily Night Laboratory Period. Each evening of the week except Friday a two-hour laboratory period is held in the independent study center at the library. Tutors are present. The student, at his regular classroom session, is urged to do his home-study assignment as soon after the mathematics class as possible. If he comes upon a problem or a concept with which he cannot cope, he can then attend the night laboratory and receive whatever assistance he needs.

Film Strip Review. Film strips of most of the essential concepts and computational procedures in mathematics are available in the independent study section of the library. A student who, for example, desires to review the subject of sine and cosine, can obtain the film strip covering these elements and play and replay it until he firmly grasps the concepts.

Independent Tutorial Service. For that student who is recognized by his instructor as having more than ordinary difficulty, personal tutorial service is available at no cost to the student. (See "Mathematics-English Tutorial Program").

In addition to the above programs, there are also available: the usual "pay" tutorial service under which the student pays the tutor (usually a mathematics major) directly and the opportunity to confer with the instructor during the latter's office hours, as often as the need is recognized.

Mathematics-English Tutorial Program

Especially designed for students in mathematics and English who need much concentrated tutorial assistance in order to succeed in these subjects,

the program provides that the student (who either requests help or is designated for help by his instructor) is recommended to the Living-Learning tutorial center which administers the program. In essence this means designating the tutor and the place of the tutorial session. The \$2 per hour charge is absorbed by the program from funds provided by the State of Michigan funneled through the Ferris General Education budget.

This program provides an additional opportunity to those disadvantaged students whose deficiencies revealed on entrance tests indicate that they ought to take the remedial courses English 100 and Mathematics 100.

The program was begun in the Spring of 1969 utilizing the services of five tutors (four in Math, one in English) who were advanced Math and English students. Approximately 15 students availed themselves of this service. A success rate of approximately 25 percent was felt to have been achieved in Mathematics and a slightly higher percentage in English.

It is possible that the program will displace that portion of the present Tutorial and Remedial Services Department program in the areas of Mathematics and English, leaving to the department the responsibility for carrying on the Reading remedial program in which it is so successfully involved.

Tutorial and Remedial Services

The Tutorial and Remedial Services Department is a service activity designed to provide tutorial service for any student from any division who recognizes the need for additional academic assistance and makes his request known to this service. Essentially the department action consists of bringing student and tutor together. Although no standard fee is specified, should a tutor be obtained through the federal Work-Study Program, the tutor would be paid under that program. If however, a senior student would be obtained as tutor, the fee would be specified by the tutor.

However, and more specifically, this service concentrates on the operating of a remedial reading program. Five instructors handle both those who, upon admissions testing are shown to be deficient in reading skill and those who discover such a deficiency in the course of the term's work. Inasmuch as deficiency in reading skill is one of the main characteristics of a disadvantaged student, his easy access to constant, competent remedial attention can be of major assistance in correcting a basic and detrimental element.

2.9 COURSE SUCCESS/NON-SUCCESS EXPERIENCE OF 234 FERRIS BLACK STUDENTS

The task of this study was to identify those courses in which black students attained highest grades and from those findings to suggest courses to be taken which would effect a higher retention rate.

Pursuant to the task, the transcripts of 234 black students enrolled during the Fall and Winter Quarters of the 1968-69 academic year were examined. Each course and the grade received was listed according to course (e.g. Orientation) or grouping of courses (e.g. English 101R, 101, 102, and 103). This information was then summarized by computing the percentage of success and non-success for each course or grouping. For the purpose of this study, a grade of A, B, or C was considered a success; a grade of D or F was viewed as non-success; W, WP, WF, and I were ignored. Due to the bulk of the task and the number of persons involved in accumulating this data, consistency in the grouping of courses could not be rigorously controlled and some courses were grouped differently by different personnel. These differing judgments modified the data but it is felt by the analysts that the results do not significantly differ from those which would have been derived had it been possible to exercise tight control.

Table I presents a listing of courses: (1) in which, forty or more black students were enrolled, and (2) in which two-thirds or more enrollees achieved success ("C" grade or higher) and (3) which might be recommended to freshmen enrolling in academic programs. Table II presents a listing of courses: (1) in which, forty or more black students were enrolled, and (2) in which less than two-thirds achieved

success and (3) which might be assigned by academic advisors to freshmen enrollees in academic programs.

In Tables I and II it may be noted that, with the exception of Speech, Music, and Sociology, the courses or course categories listed are those usually required by the various two-year academic curricula.

Table III lists courses or course categories of curricula in the Schools of Technical and Applied Arts and Health Sciences and Arts in which two-thirds or more of the enrollees achieved a grade of A, B, or C. Table IV lists courses and course categories in these schools in which less than two-thirds of enrollees achieved success. Additional data collected and summarized on students who did not re-enroll, suggest similar but lower percentage success scores in all courses or course categories. (See Appendix 4.4).

Pharmacy and Teacher Education courses appeared too seldom in the transcripts to furnish any significant data. However, non-specialized courses taken by students enrolled in these Schools are included in the course data presented in Tables I and II.

An analysis of the data presented in these tables suggests that to recommend that "high risk" entering freshmen enroll in courses or curricula listed in Tables II and IV is poor advice indeed. Additional data accumulated in this study are presented in Appendix 4.4 for consideration of any who wish to pursue its implications further.

Table I

Course or Course Categories of Forty or More Black Enrollees in
Which More Than Two-Thirds Achieved Success

<u>Course or Course Category</u>	<u>Percentage Success</u>	<u>Course Enrollments</u> ^b
Music (all)	99	129
College Orientation	96	166
Physical Education	95	427
Sociology (selected courses)	95	143
Health Education	91	267
Speech	91	117
Reading Improvement	90	117
Mathematics 100	88	63
Typing	81	96
English 100	80	91
Humanities	74	143
Psychology (selected courses)	72	57
Political Science	71	150
Chemistry (selected courses)	70	76
Introduction to Business (BA 122)	69	42
English (101, 101R, 102, 103)	67	325

^aA grade of A, B, or C indicated success; a grade of D or F indicated non-success. The "percentage success" was derived by obtaining the total of the number of registrants recorded as having received A, B, C, D, F and the total of the number recorded as having received A, B, C. The latter total was then divided by the former

$$PS = \frac{\sum N \frac{A+B+C}{A+B+C+D+F}}{\sum N A+B+C+D+F}$$

^bThe number of students enrolled in the designated course or course category.

Table II

Course or Course Categories of Forty or More Black Enrollees in
Which Less Than Two-Thirds Achieved Success

<u>Course or Course Category</u>	<u>Percentage Success</u>	<u>Course Enrollments</u>
Social Science 101 or 102	63	151
History	63	145
Accounting	58	64
Biological Science 101 or 102	55	176
Mathematics 111	30	47

Table III

Courses or Course Categories in the Schools of Technical and Applied
Arts and Health Sciences and Arts in Which Two-thirds or More of
Black Enrollees Achieved Success

<u>Curriculum</u>	<u>Percentage Success</u>	<u>Course Enrollments</u>
Auto Machine Shop	100	6
Dental Hygiene	95	113
Cosmetology	93	27
Optical Technology	88	8
Radio and Television	82	11
Automotive Service	82	11
Building Construction Technology	75	11

Table IV

Courses or Course Categories in the Schools of Technical and Applied
Arts and Health Sciences and Arts in Which Less than Two-thirds of
Black Enrollees Achieved Success

<u>Curriculum</u>	<u>Percentage Success</u>	<u>Course Enrollments</u>
Machine Tool	50	8
Drafting	49	37
Printing	33	12
Welding	25	8
Industrial Production Technology	0	2
Technical Illustration	0	1
Commercial Art	0	1

3.0 EXPERIENCE, VIEWS, AND APPROACHES OF OTHER PERSONS
AND INSTITUTIONS RE ATTRITION AND REMEDIES

- 3.1 Approaches of Other Colleges and Universities
 - A. With Reference to Ferris Admissions Philosophy
 - B. With Reference to Size and Legal Sponsorship of Institution
- 3.2 Views of High School Counselors
- 3.3 Interviews with Competent Persons
- 3.4 Recruitment, Entrance Criteria, and Predictability of Academic Achievement

3.1 APPROACHES OF OTHER COLLEGES AND UNIVERSITIES

A. WITH REFERENCE TO FERRIS ADMISSIONS PHILOSOPHY

In studying the attrition of black students from Ferris, it seemed to the Task Force members that some assessment of: the degree to which the problem is recognized at other schools, their approaches to the problem, and the specific solution used might yield information of value to possible Ferris solutions. At the same time it was also recognized that disparities exist and that few of the details of the programs studied could be pertinent to the Ferris situation. But it was also felt that such a comparison might contribute a new concept and a fresh insight, or expand understanding. Therefore, 25 colleges with such programs were contacted; 17 responded and 13 provided details. In addition three secondary materials containing descriptions of programs were also studied. These were Search '68 (U.S. Office of Education), Higher Education for High Risk Students (Southern Education Foundation), and The Disadvantaged Student (Middle States Association of Colleges and Secondary Schools)¹

¹These are described on pages 133, 134 of this study.

Summary and Comment

As of 1969, despite publicity, not a large number of institutions of higher education have, in fact, set up programs for high risk, disadvantaged students. Remission of some or all expenses was general. Also in the programs which have been established, stress is laid on the individual oriented program - trying to fit each particular students needs. Thus the number of students fitted into each program is very small, and this explains why so much individual attention could be given and the remission of costs afforded. At Ferris a large number of such students (albeit with a higher level of motivation and awareness of program objectives) are admitted. This means that individualized program advisement and construction cannot be given on a comparable level. As to remission of costs, Ferris financial policies and arrangements are not entirely under its own control, being subordinate to state budgetary considerations.

Text

Traditionally the "standard" college tends to accept applicants with the minimum level of C plus (2.5) or B minus (2.75) average plus certain other qualifications of wide variety. Some want proof of preparatory school standing in the top 35 or 15 percentile of the graduating classes. With increasing population pressures and continued prosperity the number of college applicants has been increasing rapidly with the consequence that applicant selection techniques stress a higher and ever higher cut-off point.

Against this background of ever-escalating admissions requirements, the current civil-racial unrest has forced a wide-spread examination of

college admission practices. This has brought recognition of the fact that the lower end of the spectrum of educatable youth, both white and black, is being neglected.² Accordingly, programs are being initiated throughout the country.

However it must be remembered that Ferris has traditionally differed from most other colleges and universities in its admissions philosophy. It is an "opportunity school" in the sense that a student with inadequate academic preparation but of "sufficient maturity, earnestness of purpose, and aptitude to profit from the instruction,"³ can be admitted to its certificate programs. Also, the college may grant admission on a one-quarter trial basis to applicants "whose particular pattern of ability and achievement indicate, in the judgment of the college, that such action is appropriate."⁴ Any student admitted on this trial basis is expected to earn at least a 'C' average while taking a normal study load. Admission to its degree programs, however, is contingent upon graduation from high school or its equivalent with a grade average of at least 'C' (2.00) or successful completion of the trial period.

Thus, while seeming to be very accommodating in its admissions policy, Ferris, nevertheless, does not differ too widely from standard college entrance criteria as far as admission to degree programs is concerned. However, the criteria for admission to its non-degree

²As one university official put it, "The Chancellor decided that (the school) had a commitment to the community that it served and it was not, in fact, serving."

³Ferris State College, School Bulletin, Vol. 44, No. 7, Catalog for 1968-69, January 1968, p. 76.

⁴Ibid.

or certificate programs does indeed offer an opportunity to the disadvantaged, or poorly-prepared student who can meet the admissions criteria for such programs.

Because of the foregoing facts it has long been imperative at Ferris that placement tests in English, Reading, and Mathematics be given and that "remedial" English, Reading and Mathematics courses be available to those who fail to score above certain cut-off points. Thus Ferris, for several decades, has been dealing with the problem of the "academically disadvantaged" student.

However, it has now been recognized at Ferris that apparently mere admission based on desire or ambition plus more-or-less enforced exposure to a few one-term remedial courses have been insufficient in many cases to provide a base for the successful completion of the chosen Ferris Program. To discover why this is so, one approach is to note the policies and practices of other colleges.

In doing so, however, one immediately stumbles upon the very uniqueness of the Ferris "opportunity" philosophy for few other colleges have an admissions policy similar to that of Ferris. Thus comparability of admissions policies and remedial programs becomes questionable.

Also comparison of Ferris programs with any new programs for the "disadvantaged" is not entirely correct as a procedure because Ferris students are self-motivated or directed to Ferris by high-school counselors after having given some indication of desiring further training. The students selected for these other special programs, in most instances, have not given such indication or have been the objects of search teams desirous of finding students who had given up any intention or hope of further education. One institution looks for potential rather than

accomplished academic achievement and holds that the school must be flexible and adaptive, willing to gamble. It takes the point of view that "academic success prediction" has many components which are not clear nor well understood.⁵ In short, Ferris candidates start on a higher level of motivation than do those in the programs studied.

Referring to the secondary materials mentioned in a foregoing paragraph, it is noteworthy that, starting with the mention of a great many programs, one is quickly brought to recognize, as has already been stated, that relatively few are actually being implemented. A closer examination is warranted at this point.

Search '68. This describes 72 projects being carried out under the educational talent search program of the U.S. Office of Education.⁶ As this indicates it is mostly concerned with the means by which the students qualified for this type of program are to be found and encouraged to enroll for the program. It also indicates sources of financial aid and the opportunities available to them for financing their higher education.

Higher Education for High Risk Students. This publication of the Southern Education Foundation⁷ tells of specific programs covering both recruitment and academic content. Of 162 colleges and universities only 86 reported some involvement with high risk students; and of the 86 only 19 had programs reported in detail in the publication.

⁵State University College, Geneseo, brochure describing its "Project: Opportunity Unlimited," p. 2

⁶Education Talent Search Program, Education Talent Section, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202 U.S. Government Printing Office, 1968.

⁷Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308. April, 1968.

The Disadvantaged Student. This study by the Middle States Association of Colleges and Secondary Schools⁸ contain descriptions of 157 different programs. The description includes the major support of the programs, admissions requirements, provision for financial aid to the student, the recommendations required of the student, the status of the student while in the program, and the history of the programs. Many programs are only in the planning stage, but they have been reported in such detail as to give the impression that they are already operating.

In addition to the three noted above, the Urban Affairs Newsletter states that projects, under Association auspices, "...are underway at more than 100 state colleges...located in urban areas...enroll (ing) over half of the 1.5 million students attending state colleges...."⁹ This first issue identifies and briefly describes programs in 42 urban colleges and universities, concentrating on improvement of the education of the inner-city deprived student, the preparation of teachers for the inner-city schools, and experimentation in all elements pertaining to the learning and teaching process in urban areas.

In short, in all of these materials it comes out strongly that this entire area of programming for disadvantaged students is in a threshold period; the idea that an entire group exists which may have high potential but has not been able to meet admissions requirements

⁸ Middle States Association of Colleges and Secondary Schools, Inc., 225 Broadway, Room 4003-6, New York, N.Y. 10007, November, 1963

⁹ Urban Affairs Newsletter, American Association of State Colleges and Universities, Vol. 1, No. 1, September 25, 1968, Washington, D.C., p. 1

as currently set forth in traditional criteria is only beginning to come to the surface.

The particular elements chosen for consideration and a brief statement of pertinent facts herein follow. The materials from which they were taken are retained for examination in the Task Force file.

1. Reasons for setting up the program. The following statements are characteristic of the total number examined. The programs were undertaken:

To create an environment where the student gains in motivation and secures a degree of confidence in his ability to succeed in college;

To allow those students who do not meet the normal criteria for entrance to have an opportunity for an education;

To correct the social injustice in not doing enough for the disadvantaged student;

To establish continuing development of an educational and social atmosphere which will be conducive to the realization of the students potential and will foster his sense of self-awareness and dignity;

To offer programs in reading and writing skills, This is remedial or compensatory education in preparation for college work.

To change the attitudes and feelings of the student who feels himself to be an alien in his own society.

2. Numbers enrolled in the Programs. The numbers enrolled in the programs vary from "a few" to 100. This figure of 100 distorts the range considerably inasmuch as the next nearest number is 55. If, therefore, the 100 is removed, and the remaining range is averaged, the mean is 23. A scanning of the remainder of the programs in the three secondary sources mentioned above indicates that usually the number of students included in these programs is comparatively small, tending to range from five to 30.

3. Programs Preliminary to First Regular Term. The general format of the programs features a summer session accompanied by intensive counseling and tutoring which was continued throughout the following regular school year.

The summer session, in most cases, was for six weeks duration and concentrated on communication skills and mathematics. As experience with the summer session developed, the six-weeks period was in one case reduced to three weeks, and in another it was extended to nine weeks. In moving from the summer program to the first regular term in the autumn, there appeared to be few drop-outs. This was probably due to the intensive application of support by tutors and advisors throughout the summer period.

4. Advisement and Programming for the Regular Autumn Term.

Students who had attended the summer experimental period, when entering the advisement procedure for the fall term, were picked up by a group of special advisors who built fall programs based upon the results of the summer work. These programs were, in nearly all cases, limited to 12 hours or less per term.

The courses identified most frequently which were featured in these programs were:

English	Orientation
Rhetoric	Note Taking
Reading	Use of Library
Speech	Outlining
Mathematics	Taking Examinations
Fine Arts	Use of Examinations
Social Sciences	How to Concentrate
Natural Sciences	Use of Available Referral Services
Physical Science	Foreign Languages
Political Science	History
Sociology	

As indicated above, a heavy program of support services was developed. This consisted of teams of tutors in every course. These tutors continued throughout the entire first year and in some cases acted as advisors until graduation. One interesting device was the use of the campus honor society to perform tutorial service. In many cases the better prepared students in the group, or advanced students, acted as tutors. One interesting innovation had the residence hall director performing double duty as course advisor. (This naturally depends on having qualified directors).

Group counseling appears to be a common device to assist in motivating the student and to instill more confidence in him. These groups generally were small, about 6 students in all. Sometimes they met with a special group counselor, sometimes with one of the tutors. Group counseling was emphasized as providing a "home base," or a group in which the student experienced a feeling of security and comfort.

A further innovation consisted of the use of community liaison counselors, that is, either a campus person or a member of the local community who would act as an informal advisor and point of contact in the community of the student, someone outside the campus to whom the student could look.

Another innovation along similar lines was developed for commuting students. A home "liaison worker" was selected. His job was to visit the home of the student and investigate whatever particular conditions appeared to demand attention. A "Skills Center" has been developed at Federal City College in Washington where, on a continuing basis, students feeling the need for remedial or compensatory courses can go for such

work. This is not necessarily calibrated to their regular programs; the work can be done any time throughout their residence in the college whenever the need for review arises.

5. Financing. Almost without exception total financing appears to have been provided. Apparently the only element left for the student's responsibility was his earning of pocket money. Even this was provided either by the provision of campus work or by the work-study program under federal auspices. The state colleges, in many instances, waived the charges which would normally have to be paid by the student. Then the college itself tapped other state and federal funds.

Interesting innovations included appeals to the local community as well as to the faculty, staff and students of the college wherein the program was being undertaken. In one instance sums averaging \$100 to \$250 per student were donated by local businessmen, industries, and college personnel,

There were some cases where the remission of costs was not so sweeping. In one Michigan institution the statement was made that every effort would be made to provide a sufficient amount to meet the needs not covered by other sources. A Massachusetts institution stated that the fall tuition would be waived by the Board of Trustees (one semester's tuition payment). In general, however, the concept was to remove the worry over finances and to eliminate the financial hurdle altogether if possible.

B. WITH REFERENCE TO
SIZE AND LEGAL SPONSORSHIP
OF INSTITUTION

In Part II, the question being asked is, to what extent does Ferris match or differ from the programs for disadvantaged students in operation at other institutions similar to it in size and legal sponsorship (i.e., state-owned, private, denominational) and without any reference to admissions philosophy. Thirty-three mid-west institutions¹⁰ were asked for information concerning their approaches to the problem of the attrition of the black student from their campuses. The information requested was as follows:

- (1) The number of black students admitted and their percent of the total student body.
- (2) The number of black students leaving before graduation and their percent of the total student body.
- (3) The general qualifications for admission and whether or not there are any special criteria for black students.
- (4) The general orientation procedures and whether or not there are any special orientation procedures for black students.
- (5) The programs in which black students enroll, i.e., do they enroll in any one program more frequently than others?

Of the 32 schools contacted, only 16 replied. The results warrant the observations which follow; the data itself is then presented in chart form.

¹⁰See Appendix 4.5, p. 268

Observations

Very few schools are aware of a "special black situation," or of a "special situation of the disadvantaged" or if they are aware of it, they are doing nothing about it. Only two of the schools mentioned that they are attempting to study the situation or are attempting to alleviate any problems.

Enrollment

Needless to say, very few black students are enrolled in college. In these lists, there is no school that has even a five percent enrollment of black students. Of the 14 schools that sent information, eight had percents under one, and only six had percents of one or over. There seems to be no inter-state variation; of the six schools with percents of one or over; two were from Indiana, two from Ohio and two from Wisconsin.

Admission Qualifications

The admission qualifications vary from school. However, the following requirements appear to be almost uniform throughout:

General Admission.

1. a high school diploma from an accredited school,
2. rank in the top 50 percent-75 percent of the class,
3. recommendation by high school counselor or principal.

Probation.

1. Rank in the lower 25 percent class,
2. ACT score of 17 or over,
3. Satisfactory work in a summer trial session.

There are no special admission requirements for black students unless they are part of a special experiment or program. The number of these exceptions is practically insignificant.

Orientation

Six schools said that they do have orientation programs; these range from several days to a week. Only one of these schools made a provision for just black students, and this is only for those in a special program. One school is considering starting a program to help the blacks.

Course Programs

Many schools said that the blacks' enrollment showed the same distribution among departments as the whites'. They are usually enrolled in Liberal Arts, Science, and Health and Physical Education. Some observations again vary from school to school. In Bowling Green State University and in Wisconsin State University at Oshkosh, Business is a curriculum in which many blacks enroll, while at Ohio Northern, few blacks are in Business. No school mentioned a high number of blacks in Engineering, Agriculture, or Industry.

Number Attrited

This is a fact which has not been tabulated at most schools. Where it has been tabulated, it is high. This fact is especially tragic when one considers the low percentage of blacks enrolled.

	BLACK ENROLLMENT	ADMISSION QUALIFICATIONS	SPECIAL QUALIFICATIONS FOR ADMISSION, BLACK STUDENTS
BALL STATE UNIVERSITY	Not available	Not answered	No
BOWLING GREEN STATE UNIVERSITY	100 to 150 1%	Graduation from an accredited high school. Use ACT for placement	No
EASTERN ILLINOIS UNIVERSITY	75 out of 7,200 1.04%	Not answered	No
UNIVERSITY OF EVANSVILLE	37 or 2%	High School rank SAT scores	There was a special program this year. Seven black students were admitted with no regard to admissions qualifications.
INDIANA STATE UNIVERSITY	500 or 3.89%	Not answered	No
LAKE SUPERIOR STATE COLLEGE	1 out of 1,400 .07%	Not answered	No
MIAMI UNIVERSITY	89 out of 11,381 .77%	Not answered	No
MICHIGAN TECHNOLOGICAL UNIVERSITY	19 out of 4,493 .42%	Top 50% of High School class. Earned credit in courses required for their curriculum choice.	No
OHIO NORTHERN UNIVERSITY	24 or 1.0%	Not answered	No
STOUT STATE UNIVERSITY	24 or .67%	Graduation from an accredited High School. 16 units of High School work. Recommendation by counselor or principal. Summer session if ACT is 17 or less.	No
UNIVERSITY OF TOLEDO	Not available	Not answered	No
WESTERN MICHIGAN UNIVERSITY	600 out of 18,671 .032%	Not answered	Martin Luther King Project

ORIENTATION
PROGRAM

SPECIAL ORIENTATION
FOR
BLACK STUDENTS

COURSE
PROGRAM

Not answered

No

Not answered

Summer Program

No. There have been suggestions for a Student Development Program for the coming year.

Same as white. A few are in Business. Many are on scholarships in Health and Phys. Ed.

Not answered

Not answered

Not answered

Not answered

No

Same as white

Summer Program

No

Same as white

Not answered

Not answered

Nursing

Not answered

No

Same as white

Orientation Week

No

Same as white

Not answered

No

Same as white

Summer Program

No

General Business Administration, Psychology

Not answered

No

Not available

Three Day Program

The Program is more extensive for Martin Luther King students.

Liberal Arts & Sciences, Education

Not answered

2 days

Physical Education, Elementary Education,

NUMBER ATTRITED

COMMENTS

Not answered

None

Not available

None

Not answered

None

Not available

None

Not available

Recruiting from Detroit for blacks; helping Indians now enrolled.

Not answered

Not available

None

Not available

None

Last year 3 out of 25

None

Not available

None

Not available

None

The exact number is not available. A study with 57 students shows that it is high.

None

WISCONSIN STATE
UNIVERSITY AT OSHKOSH

119 or
1%

ACT. High School
Diploma. In upper 3/4.
Lower 1/4 and ACT over
17 on probation. Others
on a summer trial basis.
Recommended by counselor
or principal.

No

WISCONSIN STATE
UNIVERSITY AT
PLATTEVILLE

70 or
1.4%

Not answered

No

WISCONSIN STATE
UNIVERSITY AT
RIVER FALLS

30 or
.75%

Not answered

Not answered

WISCONSIN STATE
UNIVERSITY AT
WHITEWATER

85 out of 9,402
.9%

High School diploma
from an accredited
high school. 16 units
of high school work.
Recommended by counselor
or principal. Upper 3/4
of class. Lower 1/4 with
ACT over 17. Others with
6 hours passed on a summer
trial basis.

No

UNIVERSITY OF
MICHIGAN

52
11 or

ACT scores
High school rank

admitted with
admission were
level. given p
by program of
these men & w

UNIVERSITY OF
ILLINOIS

100%
12 out of 1,500

not answered

No

UNIVERSITY OF
MICHIGAN

1%
100 to 120

see VCI for placement
scores with school
admission from su

No

UNIVERSITY OF
MICHIGAN

not available

not answered

No

EXCEPTIONAL
TRACK

COMPLICATIONS
ADMISSION

TRACK STUDENT
ADMISSION
COMPLICATIONS
SPECIAL

Not answered	2 days	Physical Education, Elementary Education, Business
Not answered	No	Arts & Sciences, Edu- cation, Business. None in Engineering, Agri- culture or Industry.
Not answered	No	Social Science, Elementary Education.
Yes	There is a Bridge Program for high school students; 7 blacks participated.	33% College of Education 27% College of Business and Economics 40% College of Arts & Sciences

Not answered	No	Same as white
Not answered	Not answered concerning development program for the summer program No. There have been	Not answered Health and Physical Ed. are on schedule for the are in business. Many Same as white. No
Not answered	No	Not answered
PROGRAM OPERATION	BLACK STUDENTS JOB SPECIAL OPERATIONS	PROGRAM COURSE

50%

None

5

Human Relations Committee
studying low achieving
but high potential student.

Not answered

None

2 semester 67-68,
37 out of 91;
1 semester 68-69,
11 out of 85

None

NOT ANSWERED

None

NOT ANSWERED

None

NOT ANSWERED

None

NOT ANSWERED

None

NOT ANSWERED

None

A Special Case - The Cooperative Approach

A program of special interest is being developed in the region presided over by the Southern Association of Colleges and Schools.¹¹ It is interesting because it represents the cooperative approach to the problem how to deal with the low-achieving high school graduates who do not qualify for college when their performance is measured by conventional grade-point average and test scores but who, it is felt, can be motivated to higher levels of achievement, while they are still in school, and who can realize their potential which might have been obscured by adverse socio-economic conditions.

This "cooperative approach" consists of the joining together of 14 colleges, under the leadership of the Southern Association of Colleges and Schools, in a project entitled the College Education Achievement Project (CEAP). Under their plan each member college admits approximately 100 students not required to meet normal admissions standards, these students expenses, according to a demonstrated need, are provided by CEAP which, in turn derives them from the federal government under the Federal Education Act. Title III grants and Educational Opportunity Grants offer general operating funds and supplementary financing for individual students respectively; in addition, appeals to private foundations, add to resources utilized.

Upon entering the student is a fully matriculated person. The typical enrollee stays with the project for one academic year and earns college credit. Those who succeed can continue in the four-year college course. They can participate fully in all college programs except varsity athletics and the joining of fraternities and sororities.

¹¹Materials provided by The Fort Valley State College, Fort Valley Georgia.

Expenses after the first year are borne by the student but can apply for whatever financial aid is available as a regular program for the respective college.

3.2 VIEWS OF HIGH SCHOOL COUNSELORS

The Premise

Those persons who ought to be best acquainted with the preparation of students for college ought, also, to have some worthwhile concepts of the reasons for the failure of these students to perform successfully in college and suggestions for reducing the incidence of failure.

Procedure

The Michigan Counselors Association was asked to provide the names and addresses of 20 counselors (Appendix 4.6) who might be able and willing to respond. Accordingly, a letter (Appendix 4.6) was circulated to them asking:

1. Why do so many black students drop out of college?
2. What, if any, social programs have been instituted in their school to help the black student planning to go to college?
3. What kind of college program or programs might lower the attrition rate?

Response

Two letters were returned as undeliverable. Of the remaining 18 letters, nine replies were received. Two of the respondent counselors indicated a willingness to visit the Ferris campus personally to discuss the Task Force mission. Interviews with these persons were conducted by telephone.

Summary

The responses fell into two categories: (1) reasons for poor performance, (2) remedies. The reasons essentially are those revealed throughout this report, namely: totally inadequate preparation for

college-level work, insufficient finances, lack of adequate reading ability, failure of parents to motivate and guide their children towards college, presence of a feeling of insecurity and the recognition of the certainty of failure, both leading to a poor self-image.

The remedies also repeat some of those recommended elsewhere in the report. They can be condensed to the following: the creation of a special program which arranges a combination of supervised study, tutoring, and counseling - all to be carried on by a corps of interested, volunteer teachers and/or black counselors and adjusted to the student's intellectual level attained at the time of entrance.

The suggestions for remedial action are contained in the excerpts from the correspondence presented in the following paragraphs:

I. Mr. Charles M. Whiteley, Northwestern Community High School, Flint

"I feel many black students who have enrolled in colleges have not prepared themselves academically for college. Many black students (and white students) today are being enrolled in college under false pretenses. By this I mean they are encouraged to enroll even though they are under former acceptable standards for college entrance.

"If I could offer any suggestion to you I would suggest tutoring programs by successful black students, and special counseling (a reasonable ratio) to allow for effectiveness in the counseling process. This latter person, or persons, would need to be someone other than just a programmer, rather, one who has empathy and understanding of these students."

II. Mr. George F. Brooks, Joy Junior High School, Detroit

"The overwhelming reason given was lack of preparation of black students for higher education.

"I felt insecure and doubted my ability. Finance was a constant problem.

"Black children on a whole are not encouraged to go to college by their families (sometimes), by the environment, or by their friends.

"So at best, the black young man or woman goes off on a new adventure and experience without the proper social, financial, and educational background.

"First, the colleges should identify the black students who have been accepted from all new applicants. Each student should be contacted by a college representative. All of the student's needs, financial, social, and educational, should be elicited, and the college representative should counsel the student concerning these needs. The college representative should explain to the students what the college can do for the student. Secondly, the college should have special supportive services for the black student who needs special help.

"Thirdly, I would recommend that the college should encourage the black students to participate in all of the college functions. I mean there should be active solicitation of the black student. One financial suggestion is that the college should seriously consider whatever the black student expresses as being desirous for his educational growth, if it is social, educational, and economically feasible."

III. Mrs. Jane M. Auble, Midland High School, Midland

"May I ask, are you starting where your student is?"

"Courses in Afro-American history might help for a better self image."

IV. Mrs. Janet E. Davis, Central High School, Bay City

"In my opinion so many black students are dropping out of college for the following reasons: academic failure, due to lack of preparedness and poor motivation, and poor social adjustment either to college life or the larger, unfamiliar white community.

"If you at the college level then admit one of these poorly motivated students who has applied because 'it is the thing to do,' the college cannot make it easy for him."

V. Mr. Parnell Tardy, Arthur Hill High School, Saginaw

"It is my opinion that many students, (not only black students) believe that admission to college of itself guarantees successful completion without the realization of the vast amount of study, hard work and perseverance that is required to complete degree requirements successfully."

VI. Mr. James Zornes, Ann Arbor (Pioneer) High School, Ann Arbor

"Students are placed in regular college level courses without proper background and are lost from the beginning. Colleges need to prepare these students for college level work. It would seem to me that we have an obligation to provide special help for these students if we are willing to accept them into a college level program.

"Colleges need to identify early in the semester, with special scholarship reports, those black students who are experiencing academic difficulty. At this point, special tutoring, etc., could be put into effect and possibly prevent failure. It has been my experience that there are enough teachers on our faculties who, on a voluntary basis, would donate their time to such a project."

VII. Miss Harriett M. Reid and Mr. Curt Prediger, Muskegon Senior High School, Muskegon.

"One possible answer might be that reading skills are lacking and this proves to be a definite handicap in doing college work. Another possible answer might be that, in the case of black athletes, they are recruited primarily on the basis of their abilities* without enough consideration being given for their academic abilities.

"The Dr. Martin Luther King program at Western Michigan University has reported very satisfactory results for the first semester through a program of supervised study, tutoring and conferences with 10 black students involved in the program, many whom had marginal skills when entering the program."

On Monday, June 2, I visited on the telephone with Mrs. Laverne Cox, Assistant Principal for Counselors at Northwestern Community High School in Flint. Her thinking might be summarized as follows:

1. Black students have no concept of the academic difficulties they face in higher education.
2. Many black students are very weak readers. It is possible that a tutorial program might help overcome this handicap.
3. Black students identify more readily with black counselors and teachers. Such people should be sought.

*athletic abilities

On May 30, I visited on the telephone with Miss Elizabeth M. Pearson Counselor at Pontiac Central Senior High School. The following comments summarize her suggestions:

1. Advisors working with black students should have a reduced number of advisors. Black students will require more advisors time than white students.
 2. Tutorial programs should be provided, especially during the freshman year. If the group approach is used, the group size should be limited to seven. Smaller groups are more desirable.
 3. Miss Pearson told us of a one-year remedial program at Fort Valley State College in Georgia.¹
-

¹This program is summarized on page 143.

REASONS WHY BLACK STUDENTS DO NOT SUCCEED
IN COLLEGE AS PROVIDED BY NINE COUNSELORS
FROM NINE GHETTO OR NEAR-GHETTO HIGH SCHOOLS, 1969

<u>Reasons for Failing</u>	<u>Percentage of Respondents Giving This Reasons</u>
Weren't academically prepared	66
Needed tutors	66
Colleges encouraged too many poor risks to enroll	44
Needed to establish better self image	44
Needed black counselors and advisors with reduced advisee loads	33
Needed black tutors	22
Needed black teachers	22
Didn't realize difficulty of college work	22
Lacked encouragement from environment	22
Colleges didn't contact and counsel when accepted	22
Needed remedial work	22
Financial problems	11

3.3 INTERVIEWS WITH COMPETENT PERSONS

Utilizing the testimony of 16 informed, competent respondents in a series of interviews, the following information was extracted and combined into a generalized statement. The interviews were not structured nor was the respondent prepared in any way. He was confronted with the statement that the rate of attrition of black students at Ferris appeared to be very high. He was then asked for his thoughts on possible causes and remedies. The respondent then launched into the subject and developed it informally with occasional questions and comments from the Task Force members present. The objective was to encourage as free and voluminous a flow of observations as possible. The respondents are fully identified in Appendix 4.7.

Observations Bearing on Attrition

Philosophical Aspects. The future belongs to the young black and white people of today. 1969 is not 1967. The black youth have decided that they are going to do "their own thing." They want the privileges of the whites and they aren't going to stop until they have them. If the public doesn't start listening to the black appeals for recognition and equality, a race war might develop. Working together the young could develop a rich country without civil strife or prejudice. Denied the recognition they demand, however, they could destroy the country. The black students are developing a serious disbelief in white society. They feel that this society is hypocritical, and that there is no place in it for the black man.

The United States is moving closer and closer to two societies; one black and one white. The schools, however, must serve all the people.

They are failing to do so. When ~~this inaction is~~ challenged, the white society falls back on the argument that the law must be invoked to maintain order. In short, only a part of the people is being served. This tendency of the whites to think more and more in terms of "norms" is not helpful to the black person. It is comparatively easy for the white person to fit into a particular norm for his type and his place in society. It is not easy, however, for a black person for the norms are not being established for them.

The basis of our prejudice lies in the old master-slave relationship. In this the blacks were assigned an inferior role which, for the most part, they accepted. Likewise, the white man assumed the role of the master and the master's attributes. The older black generation today, while disavowing such a relationship, tends to accept it nevertheless and this is implied in his use of the term of "Negro." The younger generation does not accept the inferior position which was common to their elders and this is demonstrated in their insistence upon the use of the word "black" as opposed to the word "negro." One respondent described the contemporary terminology as follows: A negro is one who thinks white and wants to cooperate with the white on a higher level. Roy Wilkins represents this type. The black is one who thinks black and promotes the use of the word "black" and all things black. Malcolm X represents this type. The word "nigger" is used by the black and negro groups to indicate one among them who is "trash." The term black power means love all black people, not hate all white.

Background Factors. The consensus of the respondents with reference to the college preparatory years of the black student are condensed into the following elements. The parents, for the most part, are at low economic levels, with minimal education; there is inadequate understanding of the need for inspiring the child toward higher education; the general approach

is to get employed at as early an age as possible. However, there appears to be a minimum amount of pressure to force him to engage in any constructive effort.

In the child-parent relationship the black family tends to have a more open expression of love between the generations than is found in the white family. On the other hand, the parent does not tend to discipline or exert as much influence over the child as does the white parent.

Then there is the population explosion. This includes the blacks as well as the whites. There are simply a great many blacks concentrated in tight ghetto communities. Community living is the thing. There are very few who live in individual homes where the houses are separated one from the other by a hundred feet. The blacks live, for the most part, in multiple-family dwellings. Also, in the black communities, one person with a job will support many more persons than is the case in a white community. The work is unskilled and the pay is low and there is not much upward mobility. The people in ghetto neighborhoods are crowded together, see each other continuously, have little outside contact compared with a similar white community and therefore tend to develop among themselves attitudes and concepts partly based on reality and partly on myth about the white community. Building codes are not enforced, job opportunities are not numerous.

The ghettos themselves differ. In Grand Rapids there is a high level of hopelessness and apathy. Detroit, on the other hand, has an active group and the level of apathy is comparatively low. But in both cities the institutional policies and practices of the dominantly white communities normally work against the black.

Being concentrated in the inner city or the ghetto with the white suburbs developing rapidly and with the white inner-city population and the retail stores moving to the peripheral area, the people remaining in the center of the city, mostly the black group, are left high and dry on an economic island where, almost daily, social activity tends to decline. Movie houses are closed. Municipal playgrounds are uncared for or closed. Many library branches in such areas are closed. In other words, it is a dead area. The low earning power prevents the black from obtaining adequate automobile transportation to drive out of the area, and when he does there are not many places to which he can go comfortably despite the desegregation policy of today. Thus, more and more the black sees his problem as one which is being generated from outside himself, from sources which he cannot control and about which he can do nothing. He finds contemporary social institutions too dehumanized, too segmented.

In the non-school time in the home situation, there is little escape from the block area because of lack of autos and carfare. Also outside the ghetto area stands the white community in which the black child or youth feels uncomfortable.

Those statements made by politicians about equal opportunity and mobility of the population have no significance to individuals raised in a ghetto area. The black is significantly different in his attitudes, values, and needs. He has developed a sense of hostility toward the white community. He has little faith that there is any real concern for him as a person with political and moral rights equal to those of the whites.

The students from the inner-city demonstrate a high degree of adaptability. As children they tend to be happy and relatively unaware of the disadvantages which lie in store.

But most often when the child enters the school there is at home often a lackadaisical attitude toward school attendance and homework. Within the school, particularly those schools in districts inhabited mostly by blacks, the classes are large; the teachers are less well-trained than their white colleagues on the same level; and the general understanding is that the students will be passed along from one class level to another with minimal requirements, planned instruction, and individual attention.

At some point or other in the comments of each of the respondents the point was made that the students from a good school area will yield good results and those from a poor school area will show poor results. Stated another way, the students from the schools in the black enclaves of the major cities are normally more poorly prepared for college work than those from the smaller communities in which the teachers are relatively better prepared, and where the proportion of black to white students is small. Also the schools in the major urban centers tend to be more responsive in developing study programs for black and other minority groups. In such schools, there is more attention given the individual than is given in the large ghetto school where often the entire task is simply: to receive the children and pass them along in order to keep them off the streets, to keep some semblance of order, and to move them through as steadily as possible without adequate regard for the education being received by the individual.

In the large school, inner-city or ghetto, and frequently in the community, the school library facilities are inadequate and seldom available during non-school hours. Counseling for higher education here seems also to be minimal both in the home and in the school. Frequently, the only contact with a counselor is when the student is in trouble, usually not

associated with academic work. There is apparently no attempt made to teach the students how to study nor what to expect with reference to college-level study and life in general.

As a general rule the black student is not ready for college when the time comes, and as a consequence it is difficult for him to cope with college requirements and social rules. In the college, such students are not only faced with a much higher level of academic requirements and strange social surroundings but also have no black counselors, professors, nor social retreats. Totally surrounded by white society and requirements, the black student finds himself at sea.

As to subject preparation, reading generally has been neglected, as has been vocabulary building. Even attentive listening in the ghetto classroom does not appear to have been insisted upon.

Coming from the high school setting of large classes with minimal material and access to libraries and coming from homes in which books and magazines are seldom found, the black student does not build up the same approach to the use of books that characterizes the white student who comes from a middle class home in which books are usually a part of the daily life and who has ready access to school and public libraries. In short, the black student, upon arrival at college, is a victim of inadequate educational experience.

Despite the foregoing general criticism, the inner city schools vary greatly in quality. They are not all bad. In some there are staffs with a high degree of dedication and qualification. The Martin Luther King High School in Detroit is an example of one of these. Cass, Chatsey, and Central are also rated good. On the other hand, certain others are considered

to be very poor.

The black child or youth raised in an integrated community in which he is a small minority will have a significantly different preparation and attitude; they will approach those of the white majority. Nevertheless, the innate and habitual prejudice of the white community here, also, modifies the black child and creates intuitive resentment. However, having attended white schools which are, in most respects, superior to those of the ghetto areas, educationally he will be much better prepared for college and will be better able to cope with college requirements and social forms than the student from the ghetto.

One respondent holds that the black student from the ghetto is anywhere from one and one-half to four years behind the average white person in his college preparation. Another respondent stated that 8 out of 10 graduates of the ghetto school need remedial courses before being able to cope with college level work. There is simply no concept of self-study.

General Characteristics of the Black Student. The black student generally tends to be noisy, talkative, and constantly in motion. Although the language is generally more violent than that used by white students nevertheless there is order within it, and it is a serviceable means of communication for the student. He is also characterized by a general lack of seriousness even though the realization of a need to act in a serious manner towards his studies may be present. The student is not prepared to change nor to make the effort to study. Although he frequently recognizes the need for guidance, he tends to be too prideful to seek the advice that advisors could provide for him.

As a group the black students are characterized by having an inability to schedule study time, by having poor study habits, and by having no concept of self-study. One factor making for poor study habits is their characteristic of feeling free to do what they want to do, exactly when they want to do it. They expect to be given grades, not what they deserve.

In the learning process they tend to need more feed-back than the white students, more repetition by the teacher of particular points. The black students do not come geared to absorb a large amount of information at one time. Apparently they learn best with many short stops and frequent tests.

The lecture method on campuses today is the most ineffective method that can be used for the black student. It is also the most ineffective method for everyone. It would be much better to use a procedure featuring reasoning with discussion. This would involve students more actively and give them an opportunity for expression. It would also permit a more extensive use of audio-visual techniques. The more a student can participate in the course, the more his interest will be held. In short, as a group the black students are not ready for college. When they arrive in college they find they cannot cope with the requirements.

The black student in general has a different success image from that of the white student. In the streets of his neighborhood he sees individuals or adults like himself wearing flashy clothes with plenty of pocket money. Such a person will be driving a car and frequently visiting restaurants and bars. To the youngster growing up this spells success. He does not have the patience, nor can he conceive of the amount of time it takes to become a lawyer, a teacher, or any of the careers which involve a long period of

preparation and great self-discipline. And always he is aware of the general white attitude toward him which becomes a depressant and induces the feeling of the uselessness of trying for success in terms of the white man.

There appears to be no test which measures self-concept. Yet self-concept is an important ingredient in motivation. Coming from the ghetto and gradually developing a low concept as one compares oneself with the white community, poor motivation develops. Low grades tend to equate with a low self-concept and vice versa, but self-concept tends to improve as the grades improve and as the grades improve motivation is heightened.¹

With reference to his aspiration level the respondents seem to differ. Two held that the black students had a very high aspiration level but did not have the ability to follow through to achievement. One of these explained that Ferris graduates, and even those who do not graduate, leave in a frustrated condition as poor mechanics or with poor general education and quite well aware of their failures in most academic subjects. In addition, they must battle the fact that their parents aspiration is very high for them and they must try to satisfy this factor. On the other hand, two black students interviewed held that their fellow classmates had low levels of aspiration, that they did not have a high enough goal toward which to strive.

¹In this connection a paragraph from Wayne and the Inner-City is worth noting "HEOC (Higher Education Opportunities Committee) students have one problem that is almost universal among inner-city high school youngsters from poor families: they lack self-esteem, even if they have managed to achieve good grades in high school. They lack self-esteem because they are poor, because they know that few of their schools have the reputation for offering quality education, because they are more often almost 100 percent "black" than not, because they lack the tradition in which value is placed on intellectual activity, and because they learn very young that the best things of America's materialist culture are reserved for others."

Expecting to be entered directly into college-level courses with no distinction being made between them and other students, and not being thoroughly advised as to programs and the significance of the different courses, there is a tendency for them to be enrolled in any program that is convenient for the advisor.

Frequently remedial courses are indicated but there appears to be inadequate insistence that remedial courses be taken,² also, a sense of inferiority appears to be induced by discovering that they must take remedial courses which they recognize do not carry credit. As a consequence, they feel that they are being discriminated against without really comprehending the need for the taking of such courses. Thus, at the outset of the college experience, they develop an attitude of resentment and a sense of being discriminated against while at the same time living in a situation and condition alien to all past experience. A particularly important fault is the lack of a black counselor able to function in both the academic and social sphere to whom the student at this crucial moment could turn for assistance.

In the out-of-classroom learning experience, blacks do not match wits with their classmates in general give and take discussion sessions. As a consequence, much of the learning that is derived in this informal manner among the white students is lost. As a general rule the black students need more individualized help than do the whites. One reason for this is that upon entering college they can perceive quickly the better preparation of the white students and immediately become fearful and depressed. It is at this point, early in the first year, that the need for guidance and individual support becomes very great.

2. See section 2.6, "Attrition in Relation to Remedial Course Recommendation and Enrollment," this report.

Observations Bearing on Remedial Action

Counseling. With reference to pre-admissions testing, such was held to be necessary for diagnostic reasons. It helps the counseling center. Admission itself is usually based on the high school diploma or its equivalent. One respondent suggested the establishment of a centralized college admissions center (possibly in a region such as Detroit) on a state-wide school consortium basis. Such a center would concentrate on: scholastic testing admissions, preparatory courses, general guidance for direction to the school most suited to the particular student, and the best curriculum for him to take. In such a center there might also be given basic college orientation or remedial courses on a highly specialized basis.

One respondent recommended that withdrawal be permitted anytime without penalty; there should be "no last date for withdrawal."

A school counseling center should be developed dealing directly with the black students and within this group there should be one or more black counselors. One respondent recommended that there be one counselor for every 30 students. All respondents recommended strongly the continuing counseling relationship between the black student and the counselor throughout the college career.

One objective of the counselors should be to see that the school dormitory becomes a home away from home, for not only the black but also the white student, and that satisfying personal relationships be developed.

Career options should be identified and opened for black students. It should be remembered that the black student today, merely because of his color, cannot have the same upward mobility in a dominantly white society

that was possible for the white immigrant in former decades. On the other hand there are certain stereotypes in the minds of the black student with reference to jobs and careers. There is not a knowledge of the careers available nor how to go about preparing for them. It is necessary to keep this in mind and to acquaint the black student with the breadth of career possibilities as a part of the total guidance and counseling program. It will help build confidence in the black student if black advisors are utilized with specific reference to and knowledge of the different programs and courses given within the school. And within these courses there should be included writings by black writers with reference to black personalities in order to develop the concept of the black as an individual personality alongside the white in the accomplishments of the past.

One respondent itemized certain elements which should be observed by all counselors in approaching the black student. A counselor should emphasize:

- (1) that vocational opportunities in each major field do exist and are open to the black student,
- (2) that probation means with reference to academic standing - how one is put on probation, and how one is removed from the probation lists,
- (3) the necessity for class attendance,
- (4) the necessity of pacing and planning his out-of-classroom study,
- (5) the need to ask questions in class and to become more vocal.

Programming. There should be a "self-tracking" program in the counseling center, i.e., an arrangement for assisting the student to test himself for placement in his peer group in basic courses and in these courses there should be several levels to accommodate several different

categories of accomplishment. For example, in English and mathematics it is recommended that there be four levels. Each student would take the level for which he judges himself to be best suited. In experience with this at Federal City College it was found that students consistently under-registered as well as over-registered.

Studies in which the black students do well in general tend to be: vocational arts, education, and social studies.³

Freshmen Orientation. Any orientation course should include very prominently sections on how to study, relationships with fellow students, and group discussions. To dispell the nervousness on entering college the use of black students who have already completed a term at the college should be considered. They should be utilized in the orientation program at some point or other. Even those black students who might resent participation should be inveigled to participate in it.

In this program, each student should be advised to pick a study mate - a kind of big brother or big sister. This is especially important for students from limited backgrounds or from foreign countries.

The members of the orientation group should be warned that they must forego pleasures in order to study; that study means self-discipline. They should be assisted in planning study time so as to develop this discipline. They should be made to establish an objective to be achieved by the end of the school year.

Remedial Courses. The present remedial courses are not helpful. They require radical surgery. The class size should be kept small and the student ratio should be kept very low. The instructor should be encouraged

3. For the Ferris experience in this respect, note Section 2.9, "Course Success/Non-Success Experience of 234 Ferris Black Students."

to have many individual conferences with the student.

Specifically with reference to the mathematics remedial course, such a course should be lengthened. Above all, elements within it should be made to relate to the student's prime interest in order to achieve motivation, that is, to demonstrate forcibly to him the common uses of mathematics.

The English remedial course, at Ferris is what is known as a "structured" course, one in which a textbook is used which enables the student more or less to teach himself by using a programmed textbook, as opposed to a standard-type textbook. One respondent explained, however, that for a student to use a programmed textbook he must be a good reader. But reading is one of the major difficulties encountered by most of the students who are required to take the English remedial course. Thus the structure of the course becomes a deterrent. There is a close relationship between reading and writing and grammar. But a knowledge of grammatical structure (sentence structure) does not seem to be important so long as the student knows what he wants to write. The respondent detailed one plan for teaching English grammar which is based on a three part concept: part one is concerned with the study of grammar and sentence structure; part two, with the development of the idea of sentence combinations; part three, develops the paragraph. Such a course would carry one credit point for three terms. Entrance to parts one, two, or three would be based on recent examination. The classes would be small, and the grade would be either pass or fail. The respondent pointed out that it is odd that a student can have so much difficulty expressing himself in writing while outside the classroom there is no difficulty with oral expression whatsoever,

indeed frequently his communication is very eloquent and colorful.

The respondent stressed again the need: to recognize the ghetto student's mindset which expects passing grades without due effort, and to offset it in remedial courses with procedures which force the recognition of self-responsibility for ones grade.

Teaching. There ought to be teacher orientation programs, according to one respondent. Teachers who are knowledgeable and sensitive about minority groups must be developed. Contemporary teachers ought to be exposed to the ghetto communities, they should be subjected to sensitivity training especially when black students can be expected to be present in their classes.

Most of the respondents held that black professors ought to be added to faculties because the black student relates better to the black professor. One respondent, however, expressed the opposite view; black students do not necessarily want black teachers because white teachers can also relate to black students and be effective teachers.

Administrative Elements. It is essential that financial support not be cut off if the grades drop.

Traditions of education, to which we seem to be so bound have not enabled us to respond in a flexible way to the needs of the students. Also, the demands of the accrediting agencies and our own addiction to standard grading practices further complicate the problem.

Black Studies Program. Most black studies programs have the quality of tokenism. They are **not** important in themselves but they show that the university cares about the black group and is paying attention to the requirements of this category of students.

According to another respondent when black students are demanding a black studies program they are in effect saying "I'm black and I'm proud." Despite the psychological factor involved here this respondent believes that some curriculum changes are mandatory. These changes should not be of the kind featuring the black version of this or black version of that but should include references to black personalities, and the black contributions to learning and to the general social structure of the past.

3.4 SUMMARY OF LITERATURE REVIEWED:

HIGH RISK AND/OR CULTURALLY DISTINCT STUDENTS

Early in the work of the Task Force, the Chairman, recognizing the need for members to be oriented more fully to the many dimensions of its primary charge, appointed a sub-committee to search for information relating to academic attrition at the collegiate level. All members were requested to submit materials discovered through their professional and non-professional reading to the sub-committee chairman. ERIC (Education Resources Information Center) Abstracts¹ and PHRA (Poverty and Human Resources Abstracts)² were searched for materials relevant to the task force study. Prepared bibliographies were secured through correspondence with personnel at various colleges and universities. Pertinent articles, books, and reprints were acquired, distributed to Task Force members, read and abstracted by them under the following categories: Recruitment, Entrance Criteria, and Predictability of Academic Achievement; Orientation; Counseling; Financial Aid; Funding Sources - Public and Private; Academic Load, Academic Credit, Grading; The Coleman Report (Equality of Opportunity); University-Community Relations; Black Culture; Integration and Student Environment; Student Activism; Afro-American Curriculum; Staffs-Academic and Non-academic; Educational Reform and Philosophy; Compensatory Programs and Practices; and Genetic and Environmental Factors in Compensatory Education.

Material germane to the various dimensions of the problem is summarized under the above headings.

1. U.S. Department of Health, Education and Welfare, Office of Education/Bureau of Research. ERIC: Research in Education. Vols. I-IV. No. 4 Washington, D.C., U.S. Government Printing Office

2. Institute of Labor and Industrial Relations, Louis A. Ferman, Ed. Poverty and Human Resources Abstracts (PHRA) Vols. II-IV, No. 2. Ann Arbor, Michigan.

Recruitment, Entrance Criteria, and Predictability of Academic Achievement

Colleges should exercise care to be certain that students admitted not only have a reasonable chance of success, but are worthy of the time and expenditure of funds(28).³ Nevertheless, if a more heterogeneous population is desired, especially with respect to minority groups, it has been discovered that entrance criteria may be relaxed or altered (6, 3).

Therefore, increasingly both white and predominantly black colleges have been and are in competition for competent black students (6,3) who are best recruited by black college personnel or black undergraduates (32,2).

After a student has been recruited the following can be stated. On the one hand, although the admissions policy and criteria used to determine the acceptability of an applicant may be biased in favor of the white middle-class applicant, (92, 11) and biased negatively toward the black applicant, (these policies may be out-moded for present social circumstances) the traditional entrance tests are good predictors of success in a white middle-class university (92, 11; 6, 3; 32, 3). With respect to high risk students

The use of pre-college ability tests in the evaluation and selection of students is a major concern. However, the cultural and verbal biases known to be inherent in such tests are also present in the methods of assessment used in the college classrooms. To the extent that these classroom biases prevail, the use of pre-college tests in the selection of students as a prediction of performance in college is partially justifiable. The disadvantaged student is likely to fall short of performing at the standard required. These observations apply to many of the sub-groups in the student population, including other high risk students (e.g. athletes, foreign students). (6,7)

3. Throughout the text of this section, numbers in parentheses indicate source and page number. For example, (6,3) indicates item six in the bibliography, page three; where only one number appears, for example (28), that number refers to the corresponding bibliographical item.

On the other hand the traditional admissions criteria which generally include some combination of high school grades and test scores (ACT, SAT, CQT, etc.) do not conclusively predict college success when follow-up studies are made. In a study designed to test the predictive validity of SAT-verbal and SAT-math scores among white and black students by sex, freshman grade average was found to be most predictive among white women, and least predictive among white men (113). High school grade point average is perhaps the best single predictive criteria, but individual characteristics such as motivation, persistence, and self-perception factors are extremely important (63). The Coleman Report found that the social class climate of the school student body is the most significant correlate of achievement test scores (116, 67).

Social class origins of all the students is more critical for the black than for the white. One study concludes that black "academic achievement was best predicted when the forecast was made for them as a group rather than as undifferentiated members of the freshman class" (71, 368). An investigation conducted in 1967 to determine if socio-economic background was a determining factor in college drop-outs produced the following findings from the 246 institutions polled: (a) drop-outs come from the lower socio-economic backgrounds; (b) drop-outs have lower grades in high school; and (c) drop-outs do not plan to attend graduate school (112).

Other suggestions in the recruitment and selection of applicants are the following: parental attitudes, the home and community situations, and peer relations of applicants should be investigated (32,3); educators desiring to aid the disadvantaged should make efforts to identify and maintain contacts with disadvantaged students of high potential when

they are in the ninth grade or earlier (65). A common applications pool to assure greater numbers of the disadvantaged students entry into the member universities was suggested at a conference of the Committee on Institutional Cooperation (CIC) (31, 1-2).

Orientation

In providing an orientation program for incoming students the background which the students bring to the college must be recognized. Some students come from a culturally deprived background. Culturally deprived means "those who have been denied the knowledge of how to make the most of their situation, how to manipulate the world in which they live, how to work the system for their benefit and advancement" (82, 17).

The background of some students has been inadequate for the development and internalization of norms and standards which are requisite for success in college.

Some students have no clear conception of what they are trying to reach; they have no real grasp of the behavioral norms expected of them or the standards they are trying to meet. They have no understanding of what they are about in college life.

Traditional orientation activities are inadequate for the needs of these students (130, 176). "It is felt that the short orientation period -- one or two weeks -- conducted by many colleges is woefully inadequate as a means of helping freshman to effect an adequate adjustment" (72, 192). Evidence from one study supports the hypothesis that black college students share common personal-social problems (130, 178). It is recommended that orientation experiences for this type student include intensive small group inter-action designed to aid in the recognition of and the development of techniques for overcoming handicaps.

They need to find ways of succeeding in a culture which may be different from that in which they have had previous experiences. This study suggests the use of group procedures which would increase self-understanding and would demonstrate how practical successes are related to motivation, aspiration, and interest (130, 178). Minority group students need time "in which to gain experiences, to reaffirm faith in their own continued development, and to close a gap in learning" (130, 176).

At the University of Wisconsin in Milwaukee the "contract" idea in which the disadvantaged student is told in precise terms what the university is prepared to do for him, and what the university expects in return has been developed and inaugurated (32, 4) with success.

Counseling

Recognizing that orientation programs are insufficient to aid high risk students, Gibbs Jr. College in St. Petersburg, Florida has set up special counseling programs with a selected number of students. Both counselors and students have rated the program to be highly effective in making a positive contribution to the student's adjustment to college life (72). However, in speaking of counseling designed for behavioral change and growth in the socially disadvantaged, Edmund W. Gordon admits, "I am not at all certain that we know how best to counsel or that counseling is our most effective tool of guided behavioral development and change" (56,7). Dr. Gordon continues, "but those of us who have worked with these children know that once the process of social maladaptation has begun and is consistently reinforced by negative life experience, our successes are the exception rather than the rule" (56, 7). The disadvantaged student from the inner city is not usually introspective;

he, therefore, requires more direction in the counseling situation (31,3). Counselors must be willing to meet in circumstances other than the office, for example, in residence halls or automobiles (31, 3).

Los Angeles City College, confronted with a shortage of professional counselors, trained students to work with ghetto freshman to aid their adjustment to college life and their understanding of how the college system operates (147, 23). This program at Los Angeles City College prepared the student counselors or "peer counselors" through six weeks training sessions to orient them to techniques and views of counseling. "Peer counselors" would contact faculty members to learn which of their students were having problems; subsequently corrective action was suggested to raise the student's marks (147, 25). It was found that black students could relate better to counselor assistants of their own race.

The assignment of students to the proper instructor, that is, one who is sympathetic to a special program for the disadvantaged student and who understands the problems of the disadvantaged student, can be considered a legitimate part of the total counseling effort (32,4).

Financial Aid

From the student's viewpoint a lack of clear knowledge regarding sources of funds for college education can be a source of irritation and stress. Parents should be involved in discussions regarding the financing of a college education and the aid available to the student (32).

In a provisional report the State Board of Education (Michigan) supports the extension of assistance to academically qualified students. The

State Board recommends that

the establishment of an incentive award program that would identify high school students from disadvantaged backgrounds is of utmost importance if more young people are to be given an opportunity for higher education, therefore, the State Board of Education will continue to give highest priority to the implementation of such a program and will urge the legislature to provide sufficient funds to meet the financial needs (129, 11-29).

Adequate programs for the dispensation of aid to needy and qualified students exist, but more funds are needed in these programs (31, 4-5). Another source suggests that poor students attending college be granted a form of guaranteed income (114, 15).

The major concern of high educational institutions appears to be how much monetary investment can be made in high risk students and how much investment can be made in the majority of college students. At the present time the Educational Assistance Center in New York and the American Council of Education Cooperative Institutional Research Program are attempting to study the question: "How much support in the form of counseling, financial and tutorial assistance, and so on, can and should be allotted to the high risk student?" (6, 8).

Funding Sources - Public and Private

The Urban Affairs Newsletter date April 21, 1969 presents information regarding private foundation support for urban programs at colleges and universities. A list of the foundations and the uses to which the funds were allocated are enumerated. Application information for the Educational Talent Search Program sponsored by HEW is available (141). The Ford Foundation has announced grants totaling \$3.5 million dollars to support a variety of programs for black college students (1, 9-10).

James Allen, the new U.S. Education Commissioner, recognizes the financial plight of higher educational institutions. "The issue is whether to expand federal assistance programs to students or provide new and direct grants to colleges and universities" (132, 6).

Academic Load, Academic Credit, Grading

One of the most important attitudinal dimensions by which black students can be distinguished from other students is the student's sense of opportunity of control over the environment in which he lives. This "control over the environment" can be a motivational factor and conducive to academic achievement (96, 341-2). It is hypothesized in one study that students who are permitted to control and influence their immediate circumstances by developing their own programs will change their general feelings in the direction of a more positive sense of opportunity.

Among the recommendations offered in this area are the following:

(a) a standard 12 hours of regular courses may be preferable to "dumbbell" classes (31, 2); (b) a modified, less rigid set of academic regulations which would not hold to the traditional credit limitations or probationary sanctions may be helpful (32, 3); (c) at San Mateo, California Jr. College students were put into regular credit classes and given tutorial help when they requested it. The faculty person supervising this program claimed that black students want to take courses which are worth failing. The implication is that motivation is higher for courses with credit than for non-credit remedial courses (13); (d) The wisdom of making a student carry an initial "F" in a course throughout his college career needs to be reexamined. If the student has a poor first year in college, but is

granted permission to continue his education, it is suggested that he should be permitted to begin his second year without the added weight of a marginal first year grade average (31).

The Coleman Report (Equality of Educational Opportunity)

The Coleman Report, a report to Congress, was required by the Civil Rights Act of 1964. It reported on the lack of availability of equal educational opportunities by reason of race, color, religion or national origin. Some pertinent finds are: (1) The great majority of students attend schools where almost all of their fellow students are of the same racial background; (2) nationally, black pupils have fewer of some of the facilities that seem most related to academic achievement -- they have less access to physics, chemistry and language laboratories; there are fewer books per pupil in their libraries; their textbooks are less often in sufficient supply (however there are regional differences); (3) the average black pupil attends a school where a greater percentage of the teachers appear to be somewhat less able than those in schools attended by whites; (4) on standard achievement tests the average minority pupil scores distinctly lower at every level than the average white pupil; (5) improving the school of a minority pupil will increase his achievement more than improving the school of a white child increases his; (6) a pupil's achievement is strongly related to the educational backgrounds and aspirations of other students in the school; (7) minority pupils (except orientals) have far less convictions than whites that they can affect their own environment and futures. When they do have control over their environment, their achievement is higher than that of whites who lack that conviction. This conviction is the "pupil attitude factor" which appears to have a stronger relationship to

achievement in the extent to which an individual feels he can control his own destiny than do all of the other "school" factors together.

The Winter 1968 issue of the Harvard Educational Review was devoted to a review of the findings of this report, and includes appraisals and criticisms of its findings and policy issues raised.

Specific references to the Coleman Report are interspersed within this summary of secondary materials.⁴ The importance of its findings and the fact that it has been frequently quoted in books and articles published since its appearance warrant this special mention.

University - Community Relations

True equality of educational opportunity necessitates some revised concepts (e.g. more funds will not solve the problem) (11, 70). Rather, it is necessary for educational institutions and the community to work together to achieve these goals: (a) employment of all kinds must be made available to blacks (32, 10); (b) whites in the higher socio-economic levels and in positions of power will often have to counter their own interests to help blacks to advance (11, 98, 99); (c) leadership in achieving these goals will probably have to come from the universities (32, 11).

Black Culture

Communication techniques among black students (e.g. intonation, non-standard vocabulary, gestures, posture, expression) enable them to have a greater variety of expression than their relatively small number of

4. Several important references to the report appear in section 2.2 The Preparatory High Schools, sub-section, "The Coleman Report Findings."

vocabulary words implies. These subtle communication distinctions are not measured or sampled by conventional tests.

In a research project conducted in the ghettos of New York to determine the degree of correlation between reading ability and participation in the street culture it was found that there are conflicts between the vernacular of the urban ghetto and school room English. "Intelligence or smartness is used and valued as a means of manipulating others, rather than a means of obtaining information or solving abstract problems" (90,4). Success in school is irrelevant to prestige within the group. Reading is rarely used outside the school room.

Yet, most black students who view education as a means of entering the mainstream of American life, and who have poor vocabularies eagerly try to read novels and plays which present the American scene fairly clearly. However, to expect these black students to have had social experiences which would be essential for the interpretation of literary work is unrealistic. Nevertheless, because of this inability to interpret (through contemporary middle-class language) given literary works, teachers tend to assume a poverty of intelligence on their part. However use of the increasingly available supply of literature of the African culture in which black students find themselves, is a part of the teacher's responsibility in introducing students to the world of books (91, 6).

Another aspect of black culture is the family (its structure and sub-cultural socialization effects) which has been described in the Moynihan Report (145). Dr. Moynihan presents a statistical comparative study which indicates a breakdown in the family system of the black population, particularly the deprived black population which is attributable to historical social conditions. Although the Moynihan Report makes no specific proposals

for remedies to the problems of deprived disorganized black families, it urges services to promote changes in individuals rather than promoting broader structural changes within the society. Critics however of the Moynihan Report rather than pointing to historical reasons for contemporary family disorganization are much more concerned with current poverty and deprivation. These critics would recommend broad structural changes in social conditions which would have to precede alterations in individual and family patterns in order for the deprived black population to re-organize their family structures (55).

Regarding aspirations levels in the black population, the Coleman Report indicates higher aspirations among college blacks than among college whites. Nevertheless, a lower proportion of blacks have seen a college catalog or written to a college. According to the Coleman Report this "reveals that one holds achievement values and standards that do not get reflected in actual achievement efforts" (84, 63). Apparently, the values and goals of contemporary America have been internalized by the college-bound black but the means and the knowledge of how to achieve these aspirations and values have not been adequately taught to or internalized by segments of the black population. A black mother attempts to socialize her child for scholastic achievement but does not provide an environment in which the verbal abilities necessary for scholastic achievement can be developed. "Therefore the child learns to verbalize standards of academic interest and attainment. These standards then provide the cognitive basis for negative self-evaluation" (84,64).

Another source indicates that because lower class adults, unlike middle-class adults, are mainly concerned with survival, rather than status, they have low aspiration levels. For this reason successful black

adults should serve as occupational role models for lower class black students (73).

Key disciplines for black students are: history, political science, economics, and education. Educators must make these relevant to the product of the black culture and must recognize and examine the basic contradictions within our society.(32,13). These subjects must be revised to permit the black students' "special ways of knowing" to be seen as relevant to real problems of real people (presumably within the ghetto) (32, 13). Also education and higher learning should provide the black student with a set of essential tools which will be useful to him when he returns to the black community and seeks to engage in an effort to gain some control over the affairs of that community on behalf of the people living there (32, 13).

Integration and Student Environment

The Coleman Report makes the distinction between the terms desegregated and integrated. Desegregation implies racial inter-mixture. Integration on the other hand implies the personal acceptance in a racially integrated school - personal acceptance of black by white, in which tension is at a minimum or non-existent. The conclusions of the Coleman Report are that "equal educational opportunities for both Negro and white children require socially and racially integrated not merely desegregated schools" (116,76).

Desegregation has a positive effect on black student achievement. If black students attending desegregated schools are placed in segregated classes, however, the positive influence of desegregation is negated, no benefits are derived in terms of their academic growth.(96, 333-34) and it would be just as well for their achievement that they be in segregated rather than

desegregated schools (96,212). The positive effects of desegregation are also supported by a study of the United States Commission on Civil Rights entitled Racial Isolation in the Public Schools (139 and 140).

Dr. Godard holds that the admission of culturally distinct students is necessary not only for this category of students but for all students in the university. Recognizing the increasing heterogeneity of our population and the problems of retaining a sense of community, Dr. Godard encourages the integration of college campuses. "Ones' search for identity will not arrive at maturity until he sees himself both in relation to his own culture and in relation to other cultures" (54,2).

A California study of integration success of blacks, Mexicans, and whites in 1966 covering grades kindergarten through six showed that age is significant in achievement of desirable integration patterns. One finding which has been used to support racial desegregation and integration of schools indicates that for the older child it is not the background of the individual child but the social class and home background of the school population which is important (57).

The perception of integration by blacks is noted. With the current "black is beautiful" and "black awareness" fad, integration as a concept may be demeaning to black people. "It has frequently meant an invitation to participate in certain ways and on certain limited terms, rather than an open end generous invitation to participate on an equal footing with all members of the society" (32, 14).

James McPartland discusses the effects of integration and the level of competition on self-esteem and academic self-confidence. Recognizing the less frequent aspirations of black students to be above the middle of their class, he reports some evidence that the level of competition

in desegregated classrooms can create an academic strain on some black students, particularly those in the lowest achievement category, and for girls more than for boys. "In examining the influence on students' self-image, the distinction is made between self-confidence and more generalized measures of students' self-esteem. Neither aspect of students self-image shows any general influence from the changes in classroom level of competition conditions in the classroom some black students appear to accommodate their recognition of lower achievement possibilities by adjusting their desires for achievement. Lowering their aspirations level for rank in the class seems to be sufficient for some students to maintain their self respect. "It does not appear to be necessary for Negro students to achieve higher than most of the white students in order to continue their belief that they are not inferior. It is sufficient to rank higher than at least some of their white classmates to personally affront any stereotype of inferiority. But the poorest achieving group of Negro students do not pass the test. They find themselves so far below the classroom average in mostly white classes that almost all of the white students surpass them in achievement and they seem to actually suffer in terms of their self-esteem (95, 259).

With regard to integration and campus housing some black students desire to live with other black students in the residence halls. This desire on the part of some students may be attributed to a feeling of guilt for having left their family in the ghetto. This guilt may have a positive short-range effect. The distinction must be made between the legitimacy of voluntary segregation and the illegitimacy of involuntary segregation (31, 1).

The vicious circle of education, employment and environment (low levels of education, inadequate employment opportunities, and ghetto environment) interrelate to produce tension, despair, and social pathology among ghetto residents (19). It is paramount that blacks find their way out of this vicious circle and find their way up the economic ladder.

One writer suggests:

Spelling out the techniques is a task for the educational experts, but embracing the goal should be the task of every concerned American; namely, the opening of new vistas of opportunity for these youngsters so that they may start their movement away from futility, and that the numbers who are descending into this chasm may be reduced. Reading materials, films, and lectures need to be designed by those who can meet these youngsters where they are, who know their jargon, and who can view life through their eyes. Our traditional anesthetic, piece-meal remedial programs will not be adequate. These programs must be enlarged and become an integral part of the total task of education. Until we adopt a positive attitude in this area, we are going to be beset with rising statistics in crime and delinquency, and the bill will have to be paid in penal costs and in other rehabilitative programs that can at best only half accomplish the desired results (149, 64).

Lower class segments of the black culture are violence ridden (135, 64).

These young urban Negroes not only nurture their deep resentment of whites but they have had experience in violence, gang wars, and in juvenile crime. Their exclusion from the center of society has given them license to indulge in a kind of separate world with a separate law enforced by personal fear and the delicate balance of power between gangs armed with chains, automobile radio aeri-als, and an assortment of knives and zip guns. This potential has been known for years, and the conditions that permitted it have been left unchanged (119, 25).

It is to be emphatically noted that this phenomenon is not race-bound. Rather, it is a class phenomenon more characteristic of the lower class within our society than the middle or upper classes (73).

Student Activism

Confrontation politics will continue as a technique for change. The emphasis is on change in local areas (31, 7). Black power is a call for self-determination, for a significant measure of control over the community in which one lives (32, 13). Black students wish to assume control over the socialization process they encounter in their on-campus lives. All blacks are not militant (32, 13-14).

Among the "demands" of students at colleges are listed: Afro-American Studies; black studies departments; revision of admissions policies to admit more black students; increased efforts to recruit black professors; black administrators, black counselors; improved financial aid; holidays for major black leaders; cultural activities for blacks on campuses; and the enrollment of "high risk" students and the provision of programs to prepare them for college level work.

Bruno Bettelheim writing in the Chicago Tribune Magazine makes the following observations. Many students do not know why they are in college. In our present culture the period of prolonged adolescence is an empty waiting for real life to come and this makes for student rebellions. With respect to the discipline of self which is required for the academic pursuits Bettelheim comments:

"taking advantage of college, and being satisfied with the experience rather than being defeated by it, requires a considerable amount of self-discipline, and a high degree of satisfaction with what can be derived from developing one's intellect. Present-day education both in home and school teaches very little self-discipline compared to even recent times. The expectation is that education can hand over knowledge and skills, and this nearly instantly" (9, 78).

Further, Bettelheim indicates that when rebellious students get their way, "their success then legitimizes their disruptive actions" (9, 81).

Afro-American Curriculum

Though black studies programs have been established in many colleges and universities (10), and though bulletins, curricula and bibliographies are available (44, 134), the number of qualified instructors is presently inadequate. (32, 8). The legality of black studies programs of various types, and their compliance with the Civil Rights Act of 1964 is reviewed in a special report of the American Council in Education dated April 8, 1969 (156).

Professor Hamilton of Roosevelt University contends that a far more effective program would incorporate black studies into all classes where such studies might be relevant, as in history, economics, psychology, and sociology, since "many of the problems in the black society begin ... with the ignorance and insensitivity in the white society" (67, 3). For this purpose he suggests the inception of faculty seminars, with guest lecturers who are knowledgeable in black studies (67, 4). He further advocates a concerted effort to make other courses relevant for black students (e.g. economics classes which deal with consumer cooperation and other business ventures in the ghetto) (67, 1).

Staffs - Academic and Non-academic

Recognizing that the recruitment pool for black academic staff is shallow, several short-run suggestions are made to overcome this shortage. Terminal appointments for black staff should be used. It is hoped that at some future date enough black staff will be employed so that the termination of such contracts will be invisible (31, 3-4). In the State Plan for Higher Education in Michigan: Provisional, the assumption is made that more effective utilization of public and educational resources should

include such cooperative ventures by the institutions as sharing teachers, facilities, and programs (129, 111-31). Faculty exchanges between black colleges and "white" universities; summer insitutions for teachers in selected disciplines in black colleges; and "big brother" relationships between white and black colleges, such as the relationship between Tuskegee Institute in Alabama and the University of Michigan (119, 84), are possible means by which black staff may be obtained or present staff may be sensitized to the needs of black students.

Professors Charles Hamilton is of the opinion that we need to rethink our definition of what constitutes a qualified instructor. In his opinion accrediting agencies will have to come to terms with some new criteria by which to judge the excellency, the relevancy, and competence of instructors (67,2). The University of Michigan has used an administrative intern program which involves six months internship for black students for two months summer experience in the University laboratories, to meet non-academic staff requirements. Each of these programs has met with measurable success (31, 4).

Fellowship programs, institutes, and short term training programs are available under government grants as authorized under part E of the Education Professions Development Act of 1967 which amends title 5 of the Higher Education Act of 1965. "The objective of these training programs is to assist institutions of higher education in meeting critical shortages of highly qualified personnel who are serving or are preparing to serve as teachers, administrators, or educational specialists in two and four-year colleges and universities" (143, iii).

A conference held at Yeshiva University dealt with teacher preparation for education of the disadvantaged. A variety of programs at various

colleges and universities in New York state for preparing the teachers of the disadvantaged are listed in the directory appended to the report (79, 113-122). It unfortunately appears that teacher training institutions are not too committed to training teachers realistically to meet the educational needs of disadvantaged children (79, 11). The apparent case of change in basic attitudes through sensitivity training is discussed, but the lasting effects of such change are questioned (79, 30).

Educational Reform and Philosophy

Two approaches can be taken to educational reform: (A) new perspectives in approaching students, and (B) organizational changes within the system.

The philosophical ideal in education should be to educate all the children. This has become a political and social necessity; in education the person should be the prime interest of the teacher. Particularly in handling the disadvantaged the teacher should make it known to the student that he is wanted, liked and that he can learn. Sensitivity to student needs is imperative (97). Dr. Melby observes that through his dealings with people of all races and ethnic origins he came to recognize that color was a completely irrelevant factor. "It has nothing to do with the worth of a person or his ability or his desirability" (97, 19). Recognizing the realities of American culture, however, Dr. Melby is quite concerned about what will happen to the black child placed in an all white school who must daily face hostile white children and hostile teachers. Rather than be confronted with this hostility the black child would perhaps be better off in an all black school population. "What we have to do with these children is to instill in them a feeling of belonging" (97, 19).

Past systems of education have led to a discrepancy between the purpose of education and the product of the educational system. Emphasis should be upon rehabilitating the product. Remedial programs and compensatory education is a first step in the rehabilitation of the product. These programs, however, are only additive; they assume that the system is satisfactory and the fault lies with the learner. Implementation of these programs means doing more of the same and is not producing the desired results. Two alternatives are available to us: strengthening the programs which we currently have or changing the system. In opting for the first alternative we develop two separate systems, one for the advantaged and one for the disadvantaged. But both systems are disadvantaged because the system is outmoded (48). Compensatory education has made obvious the problems which exist; it should be considered the first step in a major overhaul of the system.

The Committee for Economic Development recognizing the need for reform in educational institutions presents several broad recommendations (30). The CIC* recommends new sub-collegiate institutions, perhaps utilizing an inter-collegiate approach (32, 6). James Allen, United States Commissioner of Education, recognizing the need for fundamental reforms, recommends tailoring instruction to the student, not the school; 10 to 12 hour school days for students rather than 6; assigning students to work programs outside the school; and the use of independent study in which some students having been given assignments would report to the school only two or three hours a week (132). Dr. S.A. Kendrick recommends that colleges should assist in early education of the disadvantaged (85, 13).

Reisman cautions against overly simplistic techniques in educating

* Committee on Institutional Cooperation

the socially disadvantaged. Pitfalls to be cautious of include over-emphasizing vocational, non-academic education, only bringing the disadvantaged child up to grade level, stressing weaknesses of the disadvantaged child, setting up inflexible track programs, ignoring parent to school communication, over-stress on team teaching and teaching machines, and searching for untried gimmicks and techniques (123).⁵

Genetic and Environmental Factors In Compensatory Education

In the Winter 1969 issue of the Harvard Educational Review, Arthur R. Jensen seriously questions the assumptions of some behavioral scientists that IQ differences are almost entirely the result of environmental differences and the cultural bias of IQ tests. "He analyzes several lines of evidence which suggest that the heritability of intelligence is quite high (i.e. genetic factors are much more important than environmental factors in producing IQ differences" (81). 1) After analyzing environmental influences which may be most critical in determining IQ, "he then discusses evidence which suggests that social class and racial variations in intelligence cannot be accounted for by differences in environment but must be attributed partially to genetic differences (81). 2) Changes in IQ produced by compensatory educational programs are generally small; the educational process should concentrate on teaching more specific skills. This can be accomplished by emphasizing associate learning ability, rather than cognitive learning ability (81, 111-117).

5. The Michigan Department of Education published a provisional statement dealing with the restructuring of higher education in Michigan in September, 1968 (128) which the reader may wish to consult.

Various studies are presented which support the hypothesis that differences by social class in IQ are not as marked when tests for IQ are constructed on associative learning abilities.

Following the publication of the article a number of criticisms and appraisals were published in the Spring, 1969 issue of the Harvard Educational Review.³ The Council of the Society for the Psychological Study of Social Issues, a division of the American Psychological Association in response to Jensen's article stated, "As behavioral scientists, we believe that statements specifying the hereditary components of intelligence are unwarranted by the present state of scientific knowledge" (39,6). Further, "There is no direct evidence that supports the view that there is an innate difference between members of different racial groups" (39,6). With reference to the effectiveness of compensatory programs to raise IQ, the Council states, "The major failure in so-called compensatory education has been in planning, size, and scope of the program" (39, 6). Programs designed to teach specific skills have been effective and "a few well-designed programs which teach problem-solving and thinking have also been successful" (39, 6).

Following the furor caused by the publication of his article, and more directly in response to an article which appeared in the Berkeley Daily Gazette, Dr. Jensen wrote the following statement.

Although my study of the existing evidence has led me to the position that intelligence differences among individuals, social classes, and racial groups are conditioned by both genetic and environmental factors, the estimation of the relative contributions of these influences is a problem of great technical and practical difficulty for researchers in behavioral genetics, and the research so

3. 83, 77, 35, 7, 47, and 34.

far has been inadequate as a basis for definitive conclusions about racial differences in intelligence (14,352).

Compensatory Programs and Practices

Gordon and Wilkerson draw a distinction in the use of the terms "program" and "practice."

"A continuing activity by an institution of higher education that helps disadvantaged students who could not otherwise do so to enroll and progress in college is here termed a compensatory practice. Examples are the giving of financial aid, modifications of admissions requirements, and the provision of tutoring services. An organized group of activities related to the same is here termed a compensatory program; concerted efforts to attract and help disadvantaged students through a series of practices such as those enumerated, and special pre-collegiate and college-level instructional programs" (58, 134).

Clarifying the various types of compensatory practices, the authors list the following: special counseling and other guidance services; special remedial courses in college - yielding no academic credit, special instruction in study skills, test taking; special remedial sources in college yielding academic credit (remedial courses yielding no academic credit are offered by 128 of the institutions surveyed whereas remedial courses yielding academic credit are offered by 63 institutions surveyed); special tutoring in college; special curriculum or sequence of courses; lengthening of time for completing degree courses; special financial aid; modified admission criteria; pre-college preparatory courses (for example, during summer, and so forth); special recruiting procedures; special post-graduate programs (58, 135).

Regarding the question of relevance of education to the needs of the student Dean Samuel Proctor of the University of Wisconsin speaking to the

second CIC (Committee on Institutional Cooperation) conference on the disadvantaged noted that this problem of relevance, broadly considered, is not a problem confined with any one sub-group in the University community. "In brief, the question of relevance is not racial in character; it strikes all students in similar ways and it argues persuasively that the curriculum must begin where the students are" (32, 5). Recognizing the compatibility of this remark by Dean Proctor with the basic Ferris philosophy, and recognizing that the needs of entering students are not equal, a variety of programs and practices must be designed to meet the needs of these students.

Among the specific practices are tutorial practices. Students must be given different kinds of tutorial aid. "It must aim at giving the student an opportunity to exercise himself many hours a week in the needed verbal skills" (82, 16). Mere homework sessions under the guidance of tutors are insufficient. Advanced undergraduates may make better tutors than do graduate students. In some cases students must be brainwashed into believing that they can succeed. Difficulties in one area of study seem to have very different origins than those from another and these must be recognized in tutorial practices developed. It is suggested that math difficulties flow from a lack of confidence, whereas English difficulties flow from "lack of practice of the correct form they learned in class" (82, 16). In many instances tutorial practices "support" broad inclusive programs, for example at San Mateo (80), Southern Illinois University, U.C.L.A., and Hofstra University (63).

Unique orientation practices must be provided for some "high risk" students.

The 'high risk' students often have great problems adjusting to the structure of college life. Their

academic backgrounds often are inferior to those of the white middle-and-upper-class students who predominate on the campus; their social and economic backgrounds generally are always inferior. Programs for high risk students must be handled with great care, therefore, if they are not to defeat both the student and the purpose of the college or university (29).

A third category of practices includes the offering of remedial courses. A number of sources indicate that traditional remedial course offerings are inadequate for meeting the needs of culturally disadvantaged or distinct students. Dr. Godard holds that traditional remedial courses in reading and other basic skills may not be sufficient for students from culturally distinct backgrounds (113,1). Mr. John Chavis, co-ordinator of special projects, University of Michigan, commenting on his review of the literature on the effectiveness on remedial programs concluded that

formal (and obligatory) remedial programs can promise only marginal success in efforts to improve the retention experience of disadvantaged students. These students are in much greater need of social, psychological, and financial reinforcement than of formal no-credit remedial programs (31, 2).

Professors Gordon and Wilkerson comment that

whereas many of the pre-college preparatory programs include imaginative and apparently valid curricular innovations designed to overcome academic deficiencies born of social disadvantage, this is seldom true of the special college-level curricular programs and practices serving compensatory ends. Most of the latter seem to fit the somewhat dreary pattern remedial courses which have plagued many generations of low-achieving students but with little benefit to most of them. There is need for fresh approaches in special curricular programs for disadvantaged students on the college level (58, 155).

In the proceedings of the second CIC Conference on the disadvantaged, under the category Recruitment and Retention in Mathematics, Engineering and Other Sciences, the comment is made that 'All the available information seems to confirm that no way has been found yet to retain students

who enter college with serious deficiencies in mathematics, in engineering or science programs. Putting such students into existing lower level (remedial) courses is no remedy. The failure rates in them are just as high (or higher) as in the regular first year courses, and this is ascribed in part to the poor quality of these courses and the instructors who are in charge of them. The concensus was that if students need to take pre-college level courses this should be done in summer school or in the first year only" (32, 7). Yet another source indicates "Whether the problem is put as one of 'remedial reading' or of tutoring for the aptitude test, or in some other remedial frame, there is no known method by which verbal ability can be deliberately improved in reasonably short periods of time" (86, 10).

While recognizing that the needs of the so-called disadvantaged students extend far beyond the traditional remedial programs in reading, mathematics, and English grammar Dr. Goadard mentions a few of the resources which will be required in each college to meet the needs of those students. In addition to new student recruiting procedures and new counseling services, instructional methods in regular courses must be altered to meet the needs of the disadvantaged student. Experimentation and research will be required. Materials in the field of black culture are particularly important to aid the growth of identity among black students. Universities must be aware, however, that the admission of culturally distinct students will bring about a change in the campus ethos and in the community life on campus. Budgetary appropriations for the recruitment, admission, and instruction of culturally distinct students must be appropriate to the task. (64).

It is to be noted that non-credit remedial courses are being discontinued (58, 144-145). One source advocates that developmental reading be a part of the English department (64).

In a more positive vein Mr. Shelby Steele writing about the structure and the curriculum and Southern Illinois Demonstration Project suggests that we build on the verbal strengths of students.

One of these strengths seems to be the ability to speak far more effectively than write. So most of our classes are arranged to allow the vocalizing to occur within the framework of some meaningful structure. Debates, speech contests and other devices are used. We get at the poor writing skills by requiring that all debates and speeches be written out with full explanation of the major points made. This establishes a direct link between writing and speaking that hopefully causes both to improve (134, 19).

Dr. S. Alan Cohen, Director, Reading Center, Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, draws the following conclusions about teaching reading to socially disadvantaged students: most of these children are retarded readers; phonics should be a part of the remedial reading program; students tend to be visual rather than auditory readers; each student is different and must be approached as an individual case; most teachers are unaware of methods for teaching these children (23).

Recognizing that some students will require comprehensive programs rather than merely practices to prepare them for college level work numerous sources indicate remedial programs in effect at the grade school, junior high and high schools levels. One pre-college program takes ninth to eleventh grade students and gives them courses in math, science and English and other areas of interest to the students on Saturdays over a period of several years. This program is designed to upgrade the student's

abilities, motivations, and knowledge of opportunities for college (68). Through walking tours, bus trips, and in-school efforts some schools are developing cultural enrichment programs at the grade school level (15,8). Another pre-college program identified disadvantaged youth with undiscovered college potential at the end of the ninth grade and brought them to Columbia University for an eight-week in-residence summer program. This program was designed to improve their motivation and achievement in school work, to develop their expectations for college entrance, and to improve their chances for success in college (138). Yet the ultimate answer to the problem of the disadvantaged does not rest with the colleges and universities. Steps must be taken at the high school level to prepare these students academically and socially for college (9, 108-110).

If the culturally disadvantaged high school graduate is to be recruited for admission to the college "a comprehensive program providing a reasonable chance for academic success" (32, 2) must be available to those recruited once they reach the campus.⁶

The Division of Higher Education of the New York State Education Department sponsored a conference on higher education in two-year colleges for disadvantaged students. The following principles were set forth: (A) the college must become available to all; (B) the college must make a definite commitment to educating disadvantaged students and must take risks; (C) the college must help those it enrolls to succeed. Techniques for realizing this set of principles would be (A) students must be shown possibilities in order to visualize real opportunities to overcome feelings of futility; (B) programs must be more practical -- realistic recognition

6. Descriptions of college level programs are included in references 2, 100, 156, 94, 126, 28, 144, 80, 76, 58, 89.

of goals and hopes for achievement. Models of such programs presently available are at Antioch College (16) and Princeton University's Cooperative Schools Program (89). The conferees at Delhi appreciated the virtues and uniqueness of programs and the willingness to depart from convention, but criticized the fact that nearly all existing programs are limited because they assume disadvantaged students require only a liberal arts curriculum (89).

4.0 APPENDICES

- 4.1 Recommendations of Individual Task Force Members
- 4.2 Detailed Analysis: An Examination of Academic and Demographic Attributes of Selected Groups of Black and White Students, Enrolled or Attrited from Ferris State College; High School Typology
- 4.3 Comments and Opinions of Informed Ferris Personnel: Memorandum of Request; List of Contributors
- 4.4 Tables: Course Success/Non-Success Experience of 234 Ferris Black Students
- 4.5 Approaches of Other Colleges and Universities to Programs for Disadvantaged Students: Letter of Request to Correspondents; List of Colleges and Universities Contacted
- 4.6 Views of High School Counselors: Letter of Request to Counselors; List of Counselors Contacted
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- 4.8 A Study of Attitudes of "Non-Attrited" and "Attrited" Students: Covering letter sent to the Attrited Group.

4.1 Recommendations of Individual Task Force Members

As explained in section 1.2 Task Force Recommendations, each member wrote his own recommendations without reference to the other members and utilizing only the data contained in the study. The totality of his study and life experience must also be accounted a factor in the formation of his recommendations. In this section these recommendations appear as they were written but in order to avoid repetition, facilitate reading and comprehension, and to achieve unity and order of presentation, each recommendation was placed in the category to which it made its main reference. The recommendations, then, created the categories. As a consequence, by scanning the category titles, one can quickly perceive the principal elements which, in the judgement of the Task Force members, require attention.

High Schools

Restudy of recruitment of the black student, with the concept of closer coordination of Ferris admissions personnel and high school counselors.

Preparation of a statement by Ferris admissions - counseling personnel, to be directed to high school counselors from which Ferris students are drawn. This would contain a statement of Ferris recommendations and expectations, what the student must expect at Ferris in the way of social and academic life, and warning that the first term will require the taking of remedial courses for which no credit would be given but emphasizing that summer workshops for additional preparation are available. This might be printed by Ferris in brochure form for distribution in bulk to high school counselors for distribution to the students.

The situation at Ferris State College in which students, poorly prepared for college, are admitted and then subjected to remedial courses in the basic skills of reading, writing and arithmetic is repeated in other state-supported college and junior colleges in Michigan at considerable expense to the taxpayers. These skills are those that should be attained in elementary school or at least by the time of high school graduation.

This TF should recommend that the president request that the State Board of Education study the problems of the "disadvantaged" black student with the hope that action would be taken to remedy the problem where it should be done, at the "inner-city" schools, hopefully, at less cost to the state. (Long Range)

Exert pressure upon high schools to encourage them to advise more students who are intending to attend college to take a college preparatory program.

Students responded to the question, "In which do you wish you had more preparation before coming to Ferris?" by listing English first. Therefore, would it not behoove Ferris to prepare a communication to certain "inner-city" high schools describing the problems of their graduates with college work and informing them that, based upon our findings, their seniors may be quite receptive to "refresher" courses in the 3 R's?

The problem of poor secondary school preparation has been identified by our questionnaire. This basic deficiency in preparation for college has been recognized by each of the state institutions as well as other investigators. For each institution to attack the problem and supply remedial courses is time consuming, expensive, and difficult to accomplish. The State Board of Education should be involved in a study to determine the feasibility of a central state "intermediate college" to bridge the preparation gap between certain high schools and the state colleges of Michigan.

Vestibule - Summer Orientation Programs

The following recommendation is submitted ~~in the belief~~ that sufficient evidence is presented in the Task Force study to indicate current counseling and orientation practices are ineffective and/or fall short of achieving the kind of results necessary to assimilate "high risk" students into Ferris student body.

In recognition of the above statement it is hereby recommended that a "Special Summer Program be developed for High Risk Students."

Elements of this program would include the following:

1. Full ten week program
2. Fully financed and supported by College or Grant funds
3. Limited class sizes - taught by specially selected faculty
4. Residence halls staffed by live-in counselors
5. All courses taken on a pass/fail basis
6. Curriculum to include:
 - a. Orientation to college and community
 - b. English - vocabulary and study skills and reading improvement
 - c. Vocational survey

The culmination of this program would result in program selection and class scheduling for the fall term.

A more intensive summer orientation program, particularly for "high risk" students. This program would give special practice in study skills, reading, and mathematics. In addition, stress would be placed upon the necessity of scheduling time and discipline for academic subjects.

Students should be tested before they are accepted. It should then be made

clear if they are accepted unconditionally or if they must take remedial work.

Consider requiring all low ability students to attend a workshop on campus prior to their enrollment to be assessed of their possibilities.

The development of a vestibule program for "high risk" students into which they would be required to matriculate if pre-admissions testing indicated that they were a "high risk" student. This program might be placed under the Specialized Education Department of the School of General Education. Upon satisfactory completion of a course of study in this department, and satisfactory performance on pre-admissions tests, admittance to a college academic program would be granted.

Adopt a program described as a "Special Summer Program for High Risk Students" in the recommendations of the Director of Admissions and Registration.

Remedial; Tutorial; Orientation

Many students felt that they lacked motivation and the "know how" to study. Perhaps our regular one hour a week orientation class could be changed to a four credit course. Have the students come to a place (not in the dorm so as to avoid the negative reaction of infringement of freedom) for two hours every night Monday through Thursday and also have the tutors (which are presently available) there for consultation. This could be a requirement for all first quarter freshmen and later for all those under a 2 point. Besides providing credit hours and thus eliminating the problem of what to give people who are in all three remedial courses, it perhaps would enable some to:

- a. start with regular study habits
- b. see the advantage of seeking help
- c. see what can be accomplished with effort.

Secure tutors, preferably black, for black students of low ability.

Orientation

The students should be given a clearer understanding of what we offer. This could eliminate comments like: "I thought I was accepted as an art major." It could also help students in deciding on a definite goal.

Devise ways of showing the students why knowledge in certain areas is needed or desirable. Too many reject the idea of liberal arts, see no correlation between disciplines, and fail to work at what is not in their majors. Also on the attrited questionnaire, the majority put down taking courses of little or no interest as a difficulty.

Have the Counseling Center devise an orientation program which would help the disadvantaged students to look at life realistically. Even those with a .52 grade point average never listed marks or preparation as a reason for leaving. One listed luck as a help in remaining.

Devise a program or campaign which would encourage students to take advantage of the help and facilities that are here. Too many do nothing until it is too late.

Orientation could be made into at least a one week program before school starts each quarter. This program should be separate from the testing and registration. In this program, the student should be made familiar with Ferris itself - the buildings, facilities, services, clubs, rules, personnel, etc. Perhaps at the beginning of this week the students could be asked to tell exactly what they expect. Later, myths such as "college is all social life and very little work" could be dispelled or lessened. This could avoid comments like: "It was nothing like I thought college should be."

Financing

Restudy the problem of financing such students, divorcing the financing from the HPA to permit financial support of the students who fail for at least the first term to maintain the realted HPA average.

Dormitory; Social

It is apparent that the entire housing-feeding-security structure must be revised. It is evident from talking with almost any of the students that the present method of securing housemother and resident assistants and the methods of control of students with regards to living facilities needs to be reviewed. The present program seems to be one of the major contributors to student unrest and misunderstanding. Certainly there seems to be a general feeling of mistrust arising from student association with these agencies of the college. It would seem advisable to thoroughly review present practices with a view to establish specific regulations and controls for students living in college housing. Also, it would seem appropriate at this time to say to all students: "Living in college housing is completely voluntary. You do not have to. But if you do, you must conform to these rules." While I would not advocate establishing a "black dorm," it would seem advisable to establish at least one dorm with black housemothers, black R.A.'s etc., in which the black student may have some considerable choice as to whether he preferred to live there or to be assigned elsewhere on the campus. I feel strongly, however, that the key to the success of such a program lies in the willingness of the college to say to the student: "You do not have to live in college facilities. If you do so you do at your choice. And if it is your choice to live here, then you must also choose to conform."

Remedies Involving the Faculty

Encourage faculty to do more "revolutionary" experimentation in teaching. Too many courses are approached in the same way by almost everyone constantly. Perhaps money could be granted to individuals with well-worked out programs for experimentation with these programs. I think that it would be better to prove if one method is valid or not rather than just arguing among the faculty members.

There should be more flexibility in some areas in teaching required courses such as English. Instructors should be allowed to use or not to use a text book and to select their own text.

The development of an in-service advisement training program for faculty who are to counsel students in academic subjects. This is particularly necessary for those faculty who will have advisees who are in the "high risk" category.

Have faculty help in solving some administrative problems in a department, e.g. staffing or planning remedial classes.

Include in the faculty orientation week program several sessions devoted to the background and characteristics of disadvantaged students particularly black, and discussion of methods of:

1. teaching such students,
2. modifying course material to make it a better fit for such students.

Faculty/School; Student Relationship

Employ the "contract" idea for enrolling freshman. Tell the student

what is expected of him by the institution, and what he can expect from the institution. Emphasize academics and downgrade the advantage of "social" experiences.

Encourage more social contact between faculty and students. Give each faculty member so much money to entertain informally in the home so many students. This could also increase understanding.

Black Students

Any activity that will serve to build "pride" in the black student should be encouraged even though this activity might be temporarily disruptive to routine school functioning because of a tendency to adopt a militant attitude.

Ferris Long-Range Development Policy

The growth of the school should be decreased. This extra money should be used for experimentation in deciding how to improve what we offer academically and also used for loans for students.

Classes; Courses; Programs

Reassess classes in terms of what the syllabus emphasizes and what the desired outcome of the course is. e.g. Is a detailed knowledge of grammar a prerequisite for writing an intelligent, well structured, interesting paper? Many students flunk grammar but write well and vice versa.

Development of integrated courses in which reading, writing, social studies, and humanities would be related. This would be a group-teaching project in which "high risk" students would be admitted. Such an "American Culture" course should include references to Black History so as to increase interest of black students in the program, and to acquaint white students with this aspect of our American heritage.

The study of and eventual implementation of a fixed first-term curriculum which would include both remedial and regular freshman courses. This would be registered for in advance and no deviations would be permitted. The selection of courses would be based on those found in the Task Force report to be of high success ratio.

Allot money to the individual departments to allow experts in each field to be brought on campus and to meet and discuss their field with students who are entering this profession. The school population is too varied in interest to have a few major speakers at general assemblies appeal to all or even be sufficient. Also this could help to bridge the gap between college life and actual work in a profession.

Center for Testing, Advisement (state-wide)

The initiation by Ferris personnel of state-wide discussions either through the State Department of Education or through an educational association, of the concept of establishing one or more centers in Michigan for centralized academic testing, intellectual conditioning for college through orientation programs, the development of a program for dissemination of information about Michigan colleges, entrance requirements and all other facts. Eventually such a center or centers would establish prototype preparatory programs for emulation by Michigan high schools.

The development of off-campus centers in various cities, perhaps Detroit, Grand Rapids, Kalamazoo, the Flint area (wherever large numbers of high risk students come from) for intensive orientation and college preparatory course work. This would particularly be beneficial for students who had not taken a college preparatory program in their high school program.

The problem of poor secondary school preparation has been identified by our questionnaire. This basic deficiency in preparation for college has been recognized by each of the state institutions as well as other investigators. For each institution to attack the problem and supply remedial courses is time consuming, expensive, and difficult to accomplish. The State Board of Education should be involved in a study to determine the feasibility of a central state "intermediate college" to bridge the preparation gap between certain high schools and the state colleges of Michigan.

Admissions Standards

Stop encouraging students of unusually low ability to attend college.

In spite of "Ferris Philosophy," Ferris should not place itself in the position of accepting all students who apply. Many of the poorly-prepared students do not have "a mature attitude, a seriousness of educational purpose," or, most important, "native ability sufficient to profit from selected instruction and a reasonable potential for success."

Registration

Devise, with faculty and student suggestions, a new system of registration and a new system of deciding how many sections of what will be taught.

Advisement and Counseling

There should be people employed to do nothing but advise and schedule students academically. This could eliminate most of the mistakes that are made now. Also it should be made totally impossible for first year students to register without seeing these people and also it should be made impossible for the students to ignore their advice.

Secure black counselors for black students of low ability.

Improve faculty advisement for all students.

Force students to make a definite career choice in the fourth quarter and to work towards it. I've had a student who has been here for two years, has changed curriculums almost every quarter, and who still doesn't know what he wants. He does poorly not because of ability but because he is unhappy and spends most of his time brooding and deciding where to try next.

These students must be taught to better analyze their own situations. There must be something between total defeat and a hope for luck, and the concept that they are as adequately prepared for college as anyone.

These students must be taught to accept and to carry out responsibility.

We need a special counseling and guidance team for entering and returning black and disadvantaged students.

To assist the entering students to overcome their feeling of being downgraded by remedial classes, put them in a remedial class and then let these people sit in the regular classes on a non-credit basis so that they will know where they stand in ability to do normal work. Perhaps questions will arise from the regular class room sessions that would not be apparent to a student in a remedial class.

Returning students may be better equipped or suited to an entirely different program from that in which they are currently enrolled and may for one of a number of various reasons, be unable or unwilling to ask for a curriculum change.

- a. The adviser or counselor could look at the students grades and (perhaps) tell in what areas the student is more proficient.
- b. By directing the student to a curriculum more in keeping with his ability a student may become a reasonably valuable product of the educational system.
- c. The student's ability may not compare with his aspirations and, even though he realizes this, he may not consider another program unless pushed into it. He may drop out rather than try another area.

The College Guidance Advisory Committee meet bi-weekly and devote a major part of their agenda to problems of the studied group.

Remedial Courses; Programs

Develop a set policy regarding the necessity for taking remedial courses. If an applicant's SCAT, Math, and English tests indicate the need for remedial courses, then the student should be required to take these courses until such competence is achieved that would qualify him to be admitted to the regular college level courses. This remedial work should be completed prior to his being accepted as a student in an academic curriculum.

Consider elongating the remedial courses -- from one term to two or three terms for low ability students.

Immediate re-examination of the remedial courses looking toward their strengthening. The granting of credit for these courses should be begun.

The taking of remedials should be made mandatory if a student has a specific (to be determined by the departments) test score.

A year long remedial program should be devised for the disadvantaged. It should not have a negative stigma but it should be made mandatory. Perhaps in this framework, the next two suggestions could be successfully implemented.

Reassess remedial courses in terms of what is taught and what is needed later. e.g. Why do most people who take Math 100 still flunk algebra but pass other math courses?

An intensive inspection of remedial programs to determine if they are accomplishing the end intended. Structure, content, class size, and competence developed by the student should be areas investigated.

There is need to provide the entering black student with the incentive to improve his reading. The majority of black students seem to come to us from a background in which they do not place a high priority upon reading.

Since reading is the fundamental skill necessary for success in college, it becomes apparent that they must acquire this skill or fail. In general, it seems that our remedial reading, English 100 and English 101R, are performing reasonably satisfactorily, or at least satisfactorily enough to not be major deterrents to success. The problem is that we have little to go with them. It would seem appropriate to make available to black students particularly in their first few quarters courses that would make them want to read. These courses would best seem to be in areas where they have some basic information. It would seem appropriate to develop a humanities course for example in "folk music and jazz," a sociology course in "living in the city," a history course in "contribution of minority groups to American history," or similar courses. The purpose here is not to give a peculiarly black studies program, but to develop courses which would challenge the interest level of the black student, make him want to learn more of his culture, and thus serve as the incentive to make him read. Although these courses should not be designed primarily for black students, they should be taught with the characteristics of the black student in mind, i.e., short assignments, frequent testing, and a series of small challenges that must be met. It would seem advisable to make these courses substitutable for humanities, sociology, and history courses in the various programs.

In the long run, Ferris State College must make the decisions as to whether or not they wish to engage in an intensive remedial education program.

It seems apparent for this study that Ferris is at a crossroads. Our traditional admission policy has been to permit students with inadequate academic backgrounds, but with maturity and earnestness of purpose and aptitude, to be admitted to our programs. We are now faced, primarily because of the condition of our society, i.e., the problems of our cities' school culture, chronic unemployment, and the Vietnam war, to name three, with a situation

where students are coming to us with both inadequate background and a maladjustment to our society, that is, they do not have in terms of our traditional way of thinking a sufficient maturity and earnestness of purpose to fit into the society as Ferris envisions it. This means that we are going to have to make a decision concerning our philosophy of opportunity. Either we are going to have to develop a method of measurement of maturity, earnestness of purpose and aptitude, which seems very difficult to do and also seems to be one of the things that we will not do, or else we are going to have to accept the philosophy that our opportunity school philosophy means the operation of a remedial education program to get persons ready for collegiate instruction. Under our present philosophy, our primarily one quarter program of remedial English, mathematics, and reading appeared helpful and probably quite adequate. An analysis of the grades and backgrounds of the students, particularly the black students, shows that we have not gone nearly far enough. It becomes apparent that each program, i.e., business, technical arts, etc.,--program meaning school--must, if we are to continue to accept students whose only criteria is inadequate academic preparation, develop programs of sufficient depth to give this academic preparation. These programs will probably be at least a year in length. This decision is a serious one for Ferris because this is high-cost education. If we are to do this and do this well, it means operating with classes of 10 to 15 students. It means keeping the student in class for upwards of 40 hours a week by combining his study and his classroom recitations all under supervision. It may even mean the operation of a special preschool or vestibule program organized as a separate unit. It most certainly will place an additional burden upon testing and counseling because few students will want to enter this program voluntarily.

Our orientation program particularly for black students needs to be completely revised. At present our orientation program is spread throughout the quarter, and basically deals with orienting people familiar with the culture patterns of the "small town Midwest" and with the "traditional" motivations of our society, i.e., to be able to make more money to have more material things, into the ways in which this college will operate to help them to meet these goals. The program seems entirely unsatisfactory for black students, both from the method of organization and from the topics discussed. Talking with black students and others, it becomes apparent that what is needed is a program to be completed very early in the quarter dealing with relationships to the community, cultural background differences, and problems that are likely to grow out of these differences, and a retranslation of goals. It is absolutely imperative that the persons teaching these courses must "speak the language" of the group to whom they are talking.

If there exists one greatest problem for the black student - one most important reason for academic non-success - it appears to be lack of ability to use the English language as a means of learning (reading) and as a means of expressing himself (writing examinations). The questionnaire indicates that black students recognize their deficiency in English ability. Many black students score low on the English test at the time of enrollment and are therefore recommended for English 100. These same students are often advised to enroll in Reading Improvement and possibly Mathematics 100. Present policy is that the student is only advised to take these non-credit courses and not required to do so as a condition of his matriculation at Ferris.

Actually, many who should enroll in these "remedials" in fact do not. It has been observed that in registration of students there is a great reluctance to pay money for courses in which no college credit is received. The final result is that the poorly prepared student often insists upon enrolling

in credit courses at the time of registration or else simply substitutes credit courses for remedials during the "drop and add" period when no one will question him. The final outcome is that he fails in his course work and separates from Ferris. Inasmuch as the principal reason for resisting remedial courses appears to be their non-credit status, it appears that Ferris would be doing these students the greatest service by awarding course credit. It is suggested that this action would result in greater enrollment in these courses and therefore a greater retention of these students. As an example, Health Education meets 3 periods per week for $1\frac{1}{2}$ credits. It is recommended that English 100, Mathematics 100, and Reading Improvement each be designated as $1\frac{1}{2}$ credit courses. Since most Ferris programs require six or nine quarter hours of English, the same number of English courses would still be required following the $1\frac{1}{2}$ credit English 100. The same holds for Mathematics.

A second recommendation is for improving basic abilities in Reading, Writing and Mathematics. Students responded to the question, "In which do you wish you had more preparation before coming to Ferris?" by listing the above topics, with English first. Therefore, would it not behoove Ferris to prepare a communication to certain "inner-city" high schools describing the problems of their graduates with college work and informing them that, based upon our findings, their seniors may be quite receptive to "refresher" courses in the 3 R's?

Big Rapids Community

Not all attrition from Ferris State College is for academic reasons. The rural relatively isolated community of Big Rapids is about as opposite from downtown Detroit as one can imagine. Black students from such surroundings feel no more "at home" and at ease here than most of we Ferris faculty would feel at home in their environment. Common statements by black students are, "they (local merchants) act like they've never seen a black man before," and "they are suspicious of us the minute we walk into the store." Interestingly, white students are not enamoured with the community either, but our focus is upon the black student who leaves.

As a means of improving the black student's attitude toward the Big Rapids business community, we suggest: The Big Rapids Chamber of Commerce issue to all students, upon presentation of their student identification cards, a card allowing them a five percent discount on all purchases at member establishments. It is agreed that this service may be misused to an extent, but the fact remains that a sale at a five percent discount betters a sale in some other community. The business community for years sponsored an "ox roast" to welcome students. The proposed student discount card would be a superior gesture of the interest and concern of the community inasmuch as it would be a constant reminder.

The college must assume responsibility for seeing to it that students of the college are not discriminated against in the Big Rapids community. It almost goes without saying that if we are to invite "disadvantaged students" from minority groups to attend Ferris, we must do what is necessary to see to it that these students are not discriminated against by the difference in their culture and the culture in the city of Big Rapids. Specifically, it

seems that if we are to permit open housing we must then stand ready to throw our weight, both morally and legally, to the defense of the black student who cannot find open housing. If we are to permit our students to work in the community, we must support antidiscrimination on the part of employers, and we must do this actively. Not only does this seem just, but certainly active participation as the students' friend does much to develop an esprit de corps between the college and the black student. Make efforts to insure fair housing practices and just prices for faculty and students. Make an effort to have students understand the feelings and attitudes of the community and vice versa. Have small informal meetings between each often. Make efforts to have students and the community work together. e.g. All hate the present condition of Route 131. Allow students to help in encouraging the legislature to allot funds for improvement, have those in engineering and construction fields draw up proposed plans, have those in advertising start a campaign, etc. This could lessen the hatred between the groups.

Ferris needs to do more in bridging the cultural gap for the black student. Rather traditionally, the Ferris philosophy has been that we do not discriminate between students for any reason. The mere fact that we do not discriminate is in itself discrimination because our total program is oriented around a culture that is alien for many of the black students. If we are to continue to deal with blacks in increasing numbers, and to provide effective education for them, we must do something to alleviate the "cultural shock" that comes from leaving a city environment for the environment in the Big Rapids community. It seems apparent that Ferris collegiate authorities must assume some of the responsibility for providing recreational facilities of the kind with which the black student and the city dweller are familiar. This should extend to such things as snack bar foods--"barbeque instead of pizza"--and other things of this nature. This is not to suggest that this program be completely

for the black student only, but certainly it implies a more extensive program of helping the student to adjust socially and to integrate himself into the college community.

Appendix 4.2

**DETAILED ANALYSIS: AN EXAMINATION OF ACADEMIC AND DEMOGRAPHIC
ATTRIBUTES OF SELECTED GROUPS OF BLACK AND WHITE STUDENTS, ENROLLED IN
OR ATTRITED FROM FERRIS STATE COLLEGE****BACKGROUND**

As part of the overall, in-depth study of the reasons for attrition of black students, four academic and two demographic attributes were selected for investigation.

THE PROBLEM

The Problem resolves into two parts:

1. To determine if there are significant differences between or among selected black and white non-attrited and attrited student groups with regard to their scores in:
 - a. Honor Point Average
 - b. School and College Ability Test
 - c. English Cooperative Test
 - d. Mathematics Cooperative Test
 - e. Size of High School Attended and
 - f. Socio-Economic Status.
2. To determine if there are common descriptive characteristics or factors among the six attributes that would tend to identify the black and/or white groups.

METHODOLOGY

The Sample and the Students

The population from which the sample was obtained consisted of two groups of subjects: the students who had attrited during the Fall and Winter quarters of the 1968-69 school year, and the students who had not attrited during this same time period. All of these subjects (consisting of black and white groups) had been or were currently enrolled in the several college degree programs or the vocational trade and technical offerings.

One hundred and fifty (150) of the identifiable black students and 152 of the identifiable white students, who had attrited, were mailed a questionnaire. Of these groups, 49 blacks, (32.6%) and 44 whites (28.9%) completed and returned the questionnaires. The non-attrited population consisted of all students enrolled in the Physical Education classes Spring quarter. Physical Education courses (3 quarters) are required of all students and are usually completed within the first four quarters of attendance. This means that the non-attrited population was comprised mostly of students in their first year at college. A population of 1,531 of these non-attrites, attending their regular P.E. classes were administered the questionnaire. The completed questionnaires were then categorized by race and sex. Because there was not an equal number of blacks and whites, all questionnaires completed by the blacks were utilized and a random sample of the white students (with similar proportions of male and female students as the black group) was selected from all the white questionnaires, the resulting universes are shown below.

Missing data in the subjects' six attributes were minimal with the exception of socio-economic status. This limitation (it is believed) caused a somewhat higher socio-economic status to be shown in the factor analysis of all the students but particularly in the black attrited group.

Subjects Providing Usable Data

Black			White		
	N	%	Non-Attrites	N	%
Male	43	48.9		43	47.2
Female	45	51.1		48	52.8
Total	88	100		91	100
	(88 or 49.2%)		+	(91 or 50.8%)	= 179 total Non-Attrites
Attrites					
Male	60	62.5		82	66.1
Female	36	37.5		42	33.9
Total	96	100		124	100
	(96 or 43.6%)		+	(124 or 56.4%)	= 220 total Attrites
Total Black	184		+	Total White	215
				399 Total	

In the subsequent pages there follows:

Section A. Significant Differences Between the Six Attributes of the Students Groups Studied

Methodology

Tables

Section B. Common Descriptive Characteristics or Factors Among the Six Attributes of the Student Groups Studied

Methodology

Tables

Section A. Significant Differences Between the Six Attributes

Methodology. Significant differences between the means of the attributes of Honor Point Average, SCAT, English, and Mathematics were examined by means of a two-tail "t" test with an acceptance or rejection of differences based at the .05 (or higher) level of significance. The chi-square test was utilized for the attributes of size of high school attended and socio-economic status and was also accepted or rejected at the .05 (or higher) level.

The "t" test and chi-square statistical tests were applied to test the null hypothesis. The null hypothesis stated that there were no significant differences between the measured attributes of the compared groups. Any differences were sample fluctuations due to chance.

As part of the statistical testing and to assist in making a correct decision as to whether or not to reject or accept the null hypothesis, a level of significance or confidence was established. The level was set at the conventional .05 or higher in order to indicate that the researcher was 95 percent confident that he had made the right decision.

The "t" test of statistical significance compared the difference between the means of the two samples with the standard error of the differences between the means. The resulting critical ratio, or "t" ratio, along with the computed degree of freedom and the desired level of statistical significance were referred to Students "t" Distribution Table of Probability. Because of interest in both sides of the mean (both ends or tails of the "t" distribution) a two-tail test was utilized and, if the computed critical ratio or "t" value exceeded the values listed in both ends of the "t" Distribution Table, the null hypothesis

was rejected.

If the null hypothesis were rejected, it was done in the belief that there were differences other than sample fluctuations between the two groups. As the level of significance was .05 or better, the decision was probably 95 percent correct.

In the chi-square test¹ one is attempting to answer the question, does a sample of actual observations (or all the observations) conform to a theoretical standard? Do the students come from a normal range of high schools distributed normally, according to size, from small country schools to large city high schools, or do they tend to come from one group only? Likewise, with reference to Socio-economic Status, do the parents engage in a normal distribution of types of employment or are they concentrated in one part of the spectrum of jobs?

Significance of the Six Attributes. Table I (a,b,c,d,e) shows the comparison of the six attributes of black and white non-attrites and attrites and presents the significant differences between the student groups when compared according to each one of the six attributes. The six attributes are defined as follows:

Honor Point Average, (HPA). This is the cumulative grade point average of the student.

School and College Ability Tests, (SCAT). This score is considered to indicate the ability to succeed in future academic work.

Cooperative English Test, (English). This score is considered to indicate the developed abilities in reading.

Cooperative Mathematics Test, (Math). This score is considered to indicate the developed abilities in major content area of Arithmetic and Algebra.

¹William A. Chance, Statistical Methods for Decision Making; Richard D. Irwin, Inc., Homewood, Illinois, 1969, pp. 200-202 and Chapter 2, passim.

Category of High School Attended. This score indicated size of high school attended and is based on a ranked hierarchy of small schools being one and largest schools being nine. Additional details are provided in tab. A which is placed at the conclusion to this appendix.

Socio-economic Status, (SES). This score is based on the occupation of the parent as related to the Warner et al Revised Occupational Rating Scale, where a score of one is the highest and seven is the lowest. Additional details are provided in Tab B which is placed at the conclusion to this appendix.

The first four attributes are considered to be academic achievement and aptitude and the last two, demographic.

Accordingly the following Table I, A Comparison of Six Attributes of Black and White Non-Attrites and Attrites, provides data for the first part of the problem which was to determine whether or not there are significant differences between the scores of the Honor Point Average, School and College Ability Test, English Cooperative Test, Mathematics Cooperative Test, Size of High School Attended, and Socio-economic Status in black and white students presently enrolled and those attrited.

TABLE Ia. A COMPARISON OF SIGNIFICANT DIFFERENCES IN TWO GROUPS, SIX VARIANCES Non-attrites, Black and White

	N=88		N=91		Std. Dev.	"t"	**Significant at the .01 level			
	Black non-attrites Mean	Std. Dev.	White non-attrites Mean	Std. Dev.						
1. HONOR POINT AVG.	1.8412	.6707	2.4034	.5847		5.9484**				
2. SCAT	42.0227	13.8655	60.7362	14.8771		8.7093**				
3. ENGLISH	30.6932	14.7846	48.6113	20.2017		6.8142**				
4. MATH	40.3523	16.6395	57.8791	17.8909		6.7896**				
5. SIZE OF SCHOOL (families) 0-200	1	2	3	4	5	6	7	8	9	NR
	0-200	250-750	750-1500	1500-5000	5000 to 20,000	20,000 to 100,000	100,000 to 500,000	500,000 to 1,000,000	1,000,000 up	
BLACK			1	5	4	12	11	54	1	
			25.29%				74.71%			
WHITE			1	34	10	10	9	26	1	
			61.11%				38.89%			
Chi Square = 33.220**										
6. Socio-economic Status (1 is high 7 is low)	1	2	3	4	5	6	7	NR		
BLACK	3	6	11	18	26	17	2	5		
			45.79%				54.22%			
WHITE	2	12	18	30	17	5	4	5		
			72.09%				27.91%			
Chi Square = 25.462**										

TABLE 1b. A COMPARISON OF SIGNIFICANT DIFFERENCES IN TWO GROUPS, SIX VARIABLES
 Attrites, Black and White

N=96
 Black Attrites

N=124
 White Attrites

"t"

Mean

Std. Dev.

Mean

Std. Dev.

Mean

Std. Dev.

	1	2	3	4	5	6	7	8	9	No Resp.
	0-200	250-750	750-1500	1500-5000	5000-20,000	20,000-100,000	100,000-500,000	500,000 up		
1. HONOR PT. AVG.	1.4353	.6707		1.7767	.5834		3.9600**			
2. SCAT	42.4375	13.9840		56.5031	15.4054		8.0851**			
3. ENGLISH	34.9271	14.6246		48.4113	19.1850		5.9154**			
4. MATH	43.4271	18.3737		60.2177	18.9048		6.6377**			
5. SIZE OF SCHOOL (families)							IND			
BLACK			2	3	2	20	5	59		
WHITE		12	11	20	24	22	11	19		
				29.67%			70.33%			
				25.64%			74.36%			
Socio economic Status (1 is high 7 low)										
BLACK		4	7	15	21	33	5	11		
WHITE	5	2	9	50	15	14	1	8		
			30.59%	69.41%						
			74.14%	25.86%						
Chi Square = 183.183**										
Chi Square = 43.387**										

**Significance at the .01 level

TABLE 1c. A COMPARISON OF
SIGNIFICANT DIFFERENCES IN TWO GROUPS, SIX VARIABLES
Attrites and Non-Attrites

	N=96 Black attrites			N=88 Black non-attrites			"t"	**Significant at the .01 level		
	Mean	Std. Dev.	Mean	Std. Dev.						
1. HONOR PT. AVG.	1.4353	.6707	1.3412	.6707	4.0804**					
2. SCAT	42.4375	13.9040	42.0227	13.8655	-.0202					
3. ENGLISH	34.9271	14.6246	30.6932	14.7846	-1.9505					
4. MATH	43.4271	18.3737	40.3523	16.6395	-1.1912					
5. SIZE OF SCHOOL (families)	1 0-200	2 250-750	3 750-1500	4 1500-5000	5 5000-20,000	6 20,000 to 100,000	7 IND.	8 100,000 to 500,000	9 500,000 up	No Resp.
BLACK attrites		2	3		2	20		5	59	5
					29.67%			70.32%		
BLACK non-attrites	1	5		4		12		11	54	1
					25.29%			74.71%		
Socio economic										
Chi Square = 5.143										
6. Status (1 is high, 7 low)	1	2	3	4	5	6	7	6	7	No Resp.
BLACK attrites		4		7	15	21	33	33	5	11
					30.58%			69.42%		
BLACK non-attrites	3	6	11	18	26	17	2	17	2	5
					45.78%			54.22%		

Chi Square = 10.002

TABLE 1d. A COMPARISON OF SIGNIFICANT DIFFERENCES IN TWO GROUPS, SIX VARIABLES
Attrites and Non-Attrites, White

N=124
White Attrites

N=91
White Non-Attrites

	Mean	Std. Dev.	Mean	Std. Dev.	"t"
1. HONOR PT. AVG.	1.7767	.5834	2.4034	.5847	7.7256 ***
2. SCAT	58.5081	15.4054	60.7362	14.8771	1.0668
3. ENGLISH	48.4113	19.1350	48.6813	20.2017	0.0989
4. MATH	60.2177	15.9043	57.8791	17.8909	-.9244

**Significant at the .01 level
*Significant at the .05 level

SIZE OF SCHOOL (families)	1 0-200	2 250-750	3 750-1500	4 1500-5000	5 5000-20,000	6 20,000-100,000	7 100,000-500,000	8 500,000 up	9 No Resp.
WHITE attrites		12	11	20	24	22	11	19	5
WHITE non-attrites			1	34	10	10	9	26	1
				69.07%			30.93%		
				61.11%			38.89%		

Chi Square = 8.516

6. Socio Economic Status (1 is high, 7 low)

	1	2	3	4	5	6	7	No Resp.
WHITE attrites	5	22	9	50	15	14	1	8
WHITE non-attrites	2	12	18	30	17	5	2	5
				74.14%			25.86%	
				72.09%			27.91%	

Chi Square = 10.941*

TABLE 1e. A COMPARISON OF SIGNIFICANT DIFFERENCES IN TWO GROUPS, SIX VARIABLES

	N=220 all attrites			N=179 all non-attrites			"t"	***Significant at the .01 level			
	Mean	Std.Dev.		Mean	Std. Dev.						
1. HONOR PT. AVG.	1.6277	.6443		2.1270	.6871		7.3522***				
2. SCAT	51.4954	16.7908		51.5363	17.1432		.0239				
3. ENGLISH	42.5273	18.5585		39.8380	19.8622		-1.3852				
4. MATH	52.8909	20.4162		49.2626	19.3486		-1.8173				
5. SIZE OF SCHOOL (families) 0-200	1	2	3	4	5	6	7	8	9	No Resp.	
	250-750	750-1500	1500 to 5000	5000 to 20,000	20,000 to 100,000	100,000 to 500,000	IND	100,000 to 500,000	500,000 up		
all attrites	12	13	23	26	42	44.77%		16	78	10	
all non-attrites	2	39	14	22	56.50%			20	30	2	
Chi Square = 31.454***											
6. Socio Economic Status (1 is high, 7 low)	1	2	3	4	5	6	7	No Resp.			
all attrites	5	26	16	65	36	47	6	19			
	55.72%							44.28%			
all non-attrites	5	18	29	48	43	22	4	10			
	59.17%							40.53%			
Chi Square = 55.489***											

Section B. Common Descriptive Characteristics or Factors

Methodology. Factor analysis and other statistical methods (multiple correlation, partial correlation and the discriminant function) were compared by Cattell² who indicated that they, the other statistical methods, lack what factor analysis contributes, namely, a scientific understanding of what basic influences were operative. Also factor analysis is adaptable to various forms of scales because measurement units and scales may be either scores where various responses can be put in numerical order, (rank on a continuum) or even scores with successive zones of responses (conspicuously failing, getting by, and conspicuously succeeding).³

The data considered in this investigation was factored by automatic data processing utilizing the principal components method with varimax rotation.⁴ One of the final outcomes of the factor analysis was a rotated factor matrix, a table of coefficients that expresses the relations between the tests and the underlying factors. The entries in the table called "factor loadings" express the correlations between the attributes (variables) and the factors and may be interpreted similar to correlation coefficients. The entries in the last column are termed "communalities" (designated as h^2) and are the sums of the squares of the factor loadings.

2. R.B. Cattell. Factor Analysis, Hansen and Brothers, 1952, New York, pp. 18-22.
3. Op. Cit. pp. 327-328.
4. IBM Application Program, System/360 Scientific Subroutine Package, pps. 55-58

A communality is the common factor variance for a particular attribute, i.e. how much of the variance of the attribute is contained in the factors.

Interpretation of Factors. The nature of the factors may be inferred from an understanding of what the high variables (attributes) contain.⁵ The tables that follow present loadings greater than plus or minus .35. However, caution must be used in assigning a name to a factor and then believing that there is a reality behind the name. Anything that introduces correlation between variables "creates" a factor. As Kerlinger⁶ indicated, differences in sex, education, social and cultural background as well as intelligence can cause factors to appear. Factors may also differ to some extent with different samples. However, factors do repeatedly emerge under various conditions implying that there is an underlying trait which has been successfully measured.

The two factors that emerged were tentatively assigned the designations of Academic Ability (Factor I) and Demographic (Factor II), recognizing that there was overlapping but taking into consideration that most of the academic attributes appeared in Factor I. Additional investigation is needed in order to provide a basis for specific comment in detailed relationships within the factors of the attributes. However, the factors do provide a method of relating one group to another in a descriptive manner on the basis of the six attributes.

5. "Factor loadings are not hard to interpret. They range between -1.00 through 0 to +1.00 like correlation coefficients. They are interpreted similarly." In other words, the loading indicates the extent to which the attributes (variable) correlates with the factor.
6. Fred N. Kerlinger, Foundations of Behavioral Research, Holt, Rinehart and Winston, Inc., 1964, New York, pp. 653-683.

The Tables. The following tables for the non-attrited and the attrited groups show the factor loadings for Factor I and for Factor II for each group and for the totals of each group.

Table II a. Black Non-Attrites
Factor I (Academic Ability)

Attribute	Loading
Math	.89
SCAT	.84
Honor Point Average	.68
English	.46
School Size	-.50

This factor illustrates the relationship of size of high school attended to academic achievement and aptitude.

Factor II (Demographic)

Socio-economic Status	.90
School Size	.38
English	-.58

This factor is defined by low socio-economic status, poor English ability and attendance at a large high school.

Table II b. White Non-Attrites
Factor I (Academic Ability)

Attributes	Loading
SCAT	.90
Math	.82
English	.76
Socio Economic Status	.50
Honor Point Average	.45

This factor relates academic ability and Socio-economic Status (low).

Factor II (Demographic)

School Size	.94
Honor Point Average	-.41

This factor presents honor point average with a negative loading to school size.

Table II c. All Non-Attrites
Factor I (Academic Ability)

Attributes	Loading
SCAT	.91
Math	.88
English	.76
Honor Point Average	.66
School Size	-.37

This factor presents size of high school attended as a negative loading where related with academic aptitude and achievement.

Factor II (Demographic)

Socio-economic Status	.90
School Size	.56

Factor II characterizes a pattern of low socio-economic status with large schools.

Table II d. Black Attrites
Factor I (Academic Ability)

Attributes	Loading
SCAT	.92
English	.84
Math	.79

Factor defined by Academic Aptitude.

Factor II (Demographic)

Socio-economic Status	.78
Honor Point Average	.71
Math	.36

This factor presents low socio-economic status with academic achievement and Math ability.

Factor III (Large School)

School Size	.97
-------------	-----

The size of high school had loadings approaching zero in the other two factors. Consequently, size of school would appear to be independent of the other two factors.

Table II e. White Attrites
Factor I (Academic Ability)

Attributes	Loading
SCAT	.91
Math	.82
English	.77

This is an academic aptitude factor.

Factor II (Demographic)

Socio-Economic Status	.76
School Size	-.78

This factor indicated low socio-economic status related with smaller schools. This factor is fairly independent of Factor I.

Table II f. All Attributes
Factor I (Academic Ability)

Attributes	Loading
SCAT	.91
Math	.86
English	.77
Honor Point Average	.46
School Size	-.41

This factor indicates a negative relationship of size of school with academic aptitude and achievement.

Factor II (Demographic)

Socio-economic Status	.89
Honor Point Average	.36

This factor presents the relating of a somewhat low loading of HPA (.36 is a low loading) to low socio-economic status.

TABLE III. FACTOR MATRIX FOR ENROLLED BLACK AND WHITE GROUPS

	Part A			Part B			Part C		
	Factor Matrix, <u>Black and White</u> Groups combined. N = 179			Factor Matrix, <u>Black</u> Group N = 88			Factor Matrix, <u>White</u> Group N = 91		
	Factor I	Factor II	Communality h^2	Factor I	Factor II	Communality h^2	Factor I	Factor II	Communality h^2
Honor Point Average	.6632	-.2090	.4335	.6819	.0647	.4692	.4455	-.4120	.3682
SCAT	.9094	-.1107	.8392	.8354	-.2124	.7431	.9000	-.0752	.8142
English	.7558	-.0307	.5778	.4573	-.5760	.5409	.7648	.0549	.5880
Math	.8774	-.0170	.7702	.8911	-.0232	.7945	.8147	.0204	.6642
School Size	-.3720	.5634	.4564	-.5041	.3844	.4019	.0984	.9355	.8849
Socio-Econ. Status	.0653	.8961	.8073	.1533	.8977	.8294	.5052	-.0751	.2608

Non-Attrites

Non-Attrites

Non-Attrites

TABLE III (continued)

Factor Matrix	Part D Attrites, Black and White N = 220				Part E Attrites White, N = 124				Part F Attrites Black, N = 96			
	Factor		Communality	Factor	Factor		Communality	Factor	Factor		Communality	Factor
	I	II	h^2		I	II	h^2		I	II	h^2	
Honor Point Average	.4624	.3589	.3426	.3299	-.2026	.1499	.2241	.7128	-.2041	.6000		
SCAT	.9137	-.0713	.8399	.9089	.1057	.8372	.9223	.0788	-.0642	.8609		
English	.7680	-.2594	.6571	.7705	-.0404	.5953	.8369	-.2420	.0155	.7592		
Math	.8579	.0630	.7399	.8183	.1780	.7013	.7873	.3604	-.0223	.7502		
School Size	-.4114	-.2128	.2145	-.0201	-.7850	.6167	-.0128	.0071	.9733	.9476		
Socio-Econ. Status	-.0919	.9886	.7981	.0345	.7640	.5848	-.1337	.7806	.1396	.6632		

Tab A

HIGH SCHOOL TYPOLOGY

The high school typology (following page), utilized to create the quantities representing the fifth attribute in the factor analysis (High School), was arbitrarily established by Task Force persons after reference to materials of the University of Michigan and to the North Central Association of Colleges and Secondary Schools to determine whether such a classification as was required was in existence. No scale of the kind required could be located.

The procedure was first, to establish an array of population classes according to family. To this was appended terms which were thought to describe the general demographic density. A third column was then added containing the terms felt to describe best the type of high school most likely to be found in each of the community classes thus established. These classification descriptions were necessarily based solely on the personal observation of many Michigan communities by the constructors of the typology whose only claim to expertise in such a matter is their accumulated and continuing professional interest in the preparation of their students and the quality and general characteristics of the schools responsible for that preparation.

Armed with the typology and a list of the high schools from which the student universes in this study were drawn, a third and fully competent⁷ member of the Task Force matched the particular high school with the description of best fit. From this matching, the values representing the school categories were supplied as data for the fifth attribute in the factor analysis. The table is shown on the following page.

7. "Competent" by virtue of his official position in the college. This necessitates his close acquaintanceship and contact with most of the high schools from which the Ferris students are drawn.

HIGH SCHOOL TYPOLOGY

<u>Classification Description</u>	<u>Population (Families)</u>	<u>General Demographic Density</u>
1. Rural - Single High School	Scattered community, up to 250 families	Rural/Farm
2. Rural - Consolidated	250/750 families	Rural 1,000/2,500
3. Small Town Single High School	750-1,500 families	Semi Rural 2,500/10,000
4. Small Town Consolidated High School	1,500-5,000	Places of 10,000 or more
5. Medium Town Single High School	5,000-20,000	
6. Small City Single High School	20,000-100,000	Urbanized Area
7. Indeterminate (City)		
8. Medium Large City Single High School	100,000-500,000	Urban Fringe- Suburban
9. Large City District High School (Inner City)	500,000-over	Urban Central City
10. Busing Program in Force		

Tab B
SOCIO ECONOMIC STATUS BY THE
OCCUPATIONAL GROUPING OF FOUR SAMPLE GROUPS

Background

The socio-economic position (social and economic status) of an individual is a somewhat difficult attribute to measure but it is an important one because the individual's chances for education, income, occupation, marriage, health, friends, and even life expectancy are affected by this attribute. Accordingly, socio-economic status was included as an attribute to consider in constructing a profile of black and white students.

In spite of the difficulty of measuring the socio-economic status in a changing society such as exists in the United States many researchers have attempted to do so.

Some of the various measuring scales considered for this study were:

1. Alba M. Edwards Social-economic Grouping of Occupations.
2. The Revised Occupational Rating Scale from Warner, Meeker, and Belle's Index of Status Characteristics.
3. Hatt-North Occupational Prestige Ratings (NORC Study)
4. Warner's Evaluated Participation Method of Social Class Measurements
5. Chapin's Social Status (Living Room) Scale, Revised 1952.
6. Sewell's Short Form of the Farm Socio-economic Status Scale.
7. Hollingshead Two Factor Index of Social Position

A salient characteristic of most of these scales was the amount of interaction of structured detailed instructions necessary to obtain the data. Because of the limitations of the campus arrangements for the administering of the questionnaire it was apparent that it was neither feasible nor desirable to have the teachers administering the questionnaire issue detailed oral explanations or to include detailed instructions within the questionnaire itself.

Consequently, the Revised Occupational Rating Scale of Warner et al. was selected. There is much research to indicate that this scale is a valid predictor of socio-economic status⁸ although Duncan⁹ indicated his disbelief in a single index of socio-economic status such as occupational socio-economic status. Accordingly the data listed as the socio-economic status of the four sample groups may be viewed as correlating with class position but primarily viewed as a socio-economic grouping of occupations.

The starting point for Warner's Revised Occupational Scale was the classification of occupations by Alba Edwards for the U.S. Bureau of Census. The Alba M. Edwards Social-economic Grouping of Occupations classifies occupations into groups, each grouping purporting to have a somewhat distinct economic standard of life and to exhibit intellectual and social similarities. The two major dimensions for the ranking of the occupations are income and education. This scale is the basis on which the U.S. Census has grouped workers since 1930.

8. Delbert C. Miller. Handbook of Research Design and Social Measurement, McKay, New York, 1964, pp 100-102
9. Albert J. Reiss, Jr. Occupations and Social Status, The Free Press of Glencoe, Inc., New York, 1961, pp. 139-143.

Warner's Revised Occupational Scale differentiates each of the Edwards classifications into graduated, more precise rankings. Commencing with the major occupational group of "Professional" there are seven major occupational groups. Each major occupational group is divided into seven cells with the appropriate level occupations in each cell. Cells are ranked from 1 through 7.

Methodology

The questionnaire which was devised by members of the Task Force and administered to approximately 1,500 first-year students in April, 1969 and which forms the basis for its analysis of the non-attrited group of Ferris students¹⁰, contained, as its last two questions, the identification of the father's and mother's occupation. All black student completed questionnaires were utilized as was a random sample of male and female white student completed questionnaires. The number of these approximated the black group in total and according to sex. The completed questionnaires were then scored for parents' occupation by relating the occupation to Warner's Revised Occupational Scales.

Results. The results are portrayed in Table IV.a. and IV.b. Table IV.a. (A Comparison of Four Groups by Parents' Occupational Rating) indicates that 37.2 percent whites and 15.8 percent blacks are in category 1, 1 and 3; 34.9 percent whites and 16.9 percent blacks are at midpoint category 4; 27.9 percent whites and 67.5 percent blacks are in category 5, 6 and 7.

Table IV.b. (A Comparison of Four Groups by Major Occupational

¹⁰ Refer to "A Study of Attitudes of "Non-Attrited" and "Attrited" Students". The Questionnaire is presented in Part I of Section 2.3 of this study.

Grouping) indicates that 46.5 percent whites and 24.1 percent blacks are in the white collar category; 53.5 percent whites and 75.9 percent blacks are in the blue collar category.

TABLE VIA

Rating Assigned
OccupationA Comparison of Four Groups by Parents' Occupational Rating¹

Sample	1	2	3	4	5	6	7
Female, B 43	2.32% 1	4.65% 2	11.61% 5	11.62% 5	32.55% 14	34.83% 15	2.32% 1
Female, W 46		17.39% 8	25.00% 12	36.95% 17	10.36% 5	6.52% 3	2.17% 1
Male, B 40		5.00% 2	7.50% 3	22.50% 9	17.50% 7	40.00% 16	7.50% 3
Male, W 40	5.00% 2	10.00% 4	15.00% 6	32.50% 13	30.00% 12	5.00% 2	2.50% 1
Male, Female W, 83	2.32% 2	13.95% 12	20.93% 18	34.83% 30	19.76% 17	5.81% 5	2.32% 2
Male, Female B, 83	1.20% 1	4.82% 4	9.64% 3	16.87% 14	25.30% 21	37.35% 31	4.82% 4
All -- 169	1.77% 3	9.46% 16	15.36% 25	26.04% 44	22.43% 38	21.30% 36	3.55% 6
All Black		15.66%		16.87%		67.47%	
All White		37.21%		34.82%		27.39%	

¹Warner, Meeker, Eells
Revised Scales for Rating Occupations

Major Occupational Groups

TABLE IVb.

A COMPARISON OF FOUR GROUPS BY PARENTS' MAJOR OCCUPATIONAL GROUPING¹

Sample	Professionals	Proprietors and Managers	Business Men	Clerks and Kindred Workers	Manual Workers	Protective and Service Workers	Farmers
Females, B 43	9.30% 4	4.65% 2	6.97% 3	4.65% 2	55.81% 24	18.60% 8	
Females, W 46	10.80% 5	15.21% 7	4.34% 2	19.56% 9	36.95% 17	6.52% 3	6.52% 3
Males, B 40	12.50% 5	2.50% 1		7.50% 3	52.50% 25	15.00% 6	
Males, W 40	15.00% 6	2.50% 1	17.50% 7	7.50% 3	42.50% 17	15.00% 6	
Male, Female W 86	12.79% 11	9.30% 8	10.46% 9	13.95% 12	39.53% 34	10.46% 9	3.49% 3
Male, Female B 33	10.84% 9	3.61% 3	3.61% 3	6.02% 5	39.04% 49	16.86% 14	
All 169	11.83% 20	6.50% 11	7.10% 12	10.05% 17	49.11% 83	13.60% 23	1.77% 3
All Black		18.06%		6.02%		75.90%	
All White		32.55%		13.95%		53.43%	

4.3 Comments and Opinions of Informed Ferris Personnel

Memorandum of Request

May 8, 1969

TO:

FROM:

The members of the Task Force, appointed by President Spathelf to study the reasons for the high attrition rate among Ferris black and other disadvantaged students, are aware that certain members of the Ferris family, as a consequence of contact with and responsibilities toward these groups, might have acquired definitive insights regarding this problem. Accordingly, and as their representative, I am herewith asking you to favor us with your views regarding this matter.

It is probable that, when reflecting on this subject, you formulated certain measures for correcting the situation. If this is so, would you kindly write a brief statement of your concept or concepts for our consideration and guidance?

I recognize that this request makes an additional charge against your crowded schedule. You can be certain, therefore, that any observation and comment will be gratefully received and given careful study.

Gratefully yours,

Edwin F. Wigglesworth
Chairman

A.3 Comments and Opinions of Informed
Ferris Personnel: List of Contributors

- Mr. Thomas Avery, Editor, Ferris Torch
- Mr. Keith C. Bancroft, Division of Education (faculty)
- Mr. L.E. Belote, Dean, School of Technical and Applied Arts
- Dr. Herbert L. Carson, General Education
- Dr. Edward P. Claus, Dean, School of Pharmacy
- Dr. James E. Colson, Academic Advisor, General Education
- Dr. William W. Day, Director, Division of Teacher Education
- Mr. John J. Fogarty, General Education (faculty)
- Dr. Harold E. Husa, Vice President for Student Affairs
- Dr. John L. Johnson, Director of Administrative Studies
- Miss Mary E. McClelland, Counselor for Women
- Mr. Thomas B. McHenry, Counselor for Men
- Mr. Donald F. Rankin, Dean of Student Services
- Dr. Benjamin F. Thomas, Acting Dean, School of Business
- Mr. Harvey Van Beek, Academic Counselor, School of Business
- Mr. John C. VanderMolen, Academic Counselor, School of Technical and Applied Arts
- Mr. James Young, Dean of Student Affairs

4.4 TABLES: COURSE SUCCESS/NON-SUCCESS OF
234 FERRIS BLACK STUDENTS

Table 1

Enrollment in Course or Course Category and Percentages of
Success and Non-success of 234 Ferris Black Students

Course or Course Category	Course Enrollment ^a	Percentage	
		Success ^b	Non-success
Physical Education	427	95	5
English (101, 101R, 102, 103)	325	67	33
Health Education	267	91	9
Biological Science (101, 102)	176	55	45
College Orientation	166	96	4
Social Science (101, 102)	151	63	37
Political Science (all)	150	71	29
History (all)	145	63	37
Humanities (all)	143	74	26
Sociology (all)	143	95	5
Music (all)	129	99	1
Reading Improvement	117	90	10
Speech (121)	117	91	9
Dental Hygiene (all)	113	95	5
Mathematics (121, 124, 125, 126)	99	73	27
Typing (all)	96	81	19
Secretarial Studies	96	77	23
English A (100)	91	80	20
Chemistry (all)	76	70	30
Accounting	64	58	42
Mathematics 100	63	88	12
Biology (except Biological Science 101 and 102)	59	75	25
Psychology (all)	57	72	28
Mathematics 111	47	30	70
Business Administration (122)	42	69	31
Marketing (all)	41	78	22
Drafting (Technical and Architectural)	37	49	51

Table I (cont)

Speech (except 121)	36	100	0
Economics	32	72	28
Special Business Skills Courses (G) and Related Education for TAA	29	69	31
Pharmacy (all)	29	93	7
Cosmetology	27	93	7
Art (103, 110)	26	54	46
English Literature I, II (221, 222)	23	78	22
Business Filing (ST-245)	21	81	19
Business Mathematics	19	16	84
Law (221, 222, 223, 224, 225)	18	67	33
Physics (all)	18	67	33
Business Writing (ST-221)	16	94	6
Education (all)	15	73	27
Physical Science (101, 102)	12	58	42
Printing (all)	12	33	67
Radio and Television (ES-171)	11	82	18
Building Construction Technology (all)	11	75	25
Automotive Service (all)	11	82	18
French II	9	88	12
Machine Tool (all)	8	50	50
Business Administration (BA-261)	8	63	37
Optical Technology (all)	8	88	12
Welding (all)	8	25	75
Court Reporting (all)	6	67	33
Auto Machine Shop (all)	6	100	0
Elementary Graphics	5	40	60
Physical Geology	4	50	50
English (321)	3	66	34
Industrial Production Technology (all)	2	0	100
Insurance (131, 132)	2	50	50
Technical Illustration (all)	1	0	100
Use of Library	1	0	100
Commercial Art (CA-131)	1	0	100
Business Administration (443)	1	0	100

a. The number of students enrolled in the designated course or course category.

b. A grade of A, B, or C indicated success; a grade of D or F indicated non-success. The "percentage success" was derived by obtaining the total of the number of registrants recorded as having received A, B, C, D, F and the total number recorded as having received A, B, C. The latter total was then divided by the former.

$$PS = \frac{\sum N A+B+C}{\sum N A+B+C+D+F}$$

Table II

Enrollment in Course or Course Category and Percentages of
Success and Non-success of Attrited Students Within the
Population of 234 Ferris Black Students

Course or Course Category	Course Enrollment	Percentage	
		Success	Non-success
Physical Education	156	88	12
English (101R, 101, 102, 103)	104	59	41
Orientation	102	91	9
Social Science (101, 102)	99	44	56
History (all)	84	63	37
Humanities (all)	74	65	35
Reading Improvement	68	76	24
Health Education	67	73	27
Biological Science (101, 102)	61	34	66
Political Science (all)	59	59	41
Mathematics (except 100)	56	30	70
Music (all)	53	92	8
Mathematics (100)	41	61	39
Speech (except 121)	36	89	11
English (100)	35	71	29
Pharmacy (all)	32	84	16
Communication Skills (51, 52)	30	57	43
Accounting (all)	27	48	52
Typing (all)	26	65	35
Speech (121)	25	88	12
Sociology (all)	25	92	8
Business Math	25	24	76
Biology	23	78	22
Auto Body (all)	22	91	9
Welding (all)	20	60	40
Psychology (all)	20	65	35
Business Administration (BA-122)	19	58	42
Chemistry (all)	19	42	58
Auto Service (all)	17	82	18
Special Education (all)	16	75	25
Secretarial Training	13	77	23
Economics (all)	12	42	58
Literature (all)	11	91	9

Table II (cont)

Business Writing (ST-221)	11	45	55
Auto Machine Shop (all)	11	55	45
Business Data Processing	7	71	29
Office Machines	6	0	100
Physical Science (101, 102)	6	50	50
Law (all)	6	83	17
Geology (all)	6	17	83
French I, II	6	50	50
Art (all)	5	60	40
Business Administration (261)	5	80	20
Education (all)	5	60	40
Marketing (all)	5	60	40
Drafting (all)	4	25	75
Business English (SB-133)	3	66	34
Building Construction Technology (all)	3	100	0
Printing (all)	3	0	100
Physics (211, 212)	2	0	100
Optical Technology	2	0	100
Library Technician	2	100	0
Radio and Television (all)	4	100	0
Business Filing (ST-245)	4	25	75
Food Service	2	50	50
English (321)	2	0	100
Business Administration (321)	1	100	0
Dental Assistant (all)	1	0	100
Finance	1	100	0
Environmental Health	1	100	0
Graphics	1	0	100

Table III

Course or Course Category Ranked by Percentage Success of
234 Ferris Black Students

<u>Course or Course Category</u>	<u>Percentage Success</u>	<u>Course Enrollment</u>
Speech (except 121)	100	36
Auto Machine Shop (all)	100	6
Music (all)	99	129
College Orientation	96	166
Physical Education	95	427
Sociology (all)	95	143
Dental Hygiene (all)	95	113
Business Writing (ST-221)	94	16
Pharmacy (all)	93	29
Cosmetology (all)	93	27
Health Education	91	267
Speech 121	91	117
Reading Improvement	90	117
French II	88	9
Mathematics 100	88	63
Optical Technology	88	8
English A (100)	80	91
Radio and Television (ES-171)	82	11
Automotive Service (all)	82	11
Typing	81	96
Business Filing (ST-245)	81	21
Marketing (all)	78	41
English Literature I, II, (221, 222)	78	23
Secretarial Studies	77	96
Biology (except Biological Science 101 and 102)	75	59
Building Construction Technology	75	11
Humanities	74	143
Mathematics (121, 124, 125, 126)	73	99
Education (all)	73	15
Psychology (all)	72	57
Economics (221, 222)	72	32
Political Science (all)	71	150
Chemistry (all)	70	76

Table III (cont)

Business Administration (BA-112)	69	42
Special Business Skills (G) and Related Education for TAA	69	29
English (101, 101R, 102, 103)	67	325
Physics	67	18
Law (221, 222, 223, 224, 225)	67	18
Court Reporting (all)	67	6
English (321)	66	3
Social Science (101, 102)	63	151
History (all)	63	145
Business Administration (BA-26i)	63	8
Accounting (all)	58	64
Physical Science (101, 102)	58	12
Biological Science (101, 102)	55	176
Art (103, 110)	54	26
Machine Tool Courses (all)	50	8
Physical Geology	50	4
Insurance (131, 132)	50	2
Drafting (Technical and Architectural)	49	37
Elementary Graphics	40	5
Printing (all)	33	12
Mathematics III	30	47
Welding (all)	25	8
Business Math	16	19
Industrial Production Technology (all)	0	2
Business Administration (443)	0	1
Technical Illustration (all)	0	1
Use of Library	0	1
Commercial Art (CA-131)	0	1

Table IV

Course or Course Category and Percentages of Success of
Attrited Students Within the Population of 234 Ferris Black
Students

<u>Course or Course Category</u>	<u>Percentage Success</u>	<u>Course Enrollment</u>
Radio and Television (all)	100	4
Building construction Technology (all)	100	3
Library Technician	100	2
Environmental Health	100	1
Finance	100	1
Business Administration (321)	100	1
Music (all)	90	593
Sociology (all)	92	25
Orientation	91	102
Auto Body (all)	91	22
Literature (all)	91	11
Speech (except 121)	89	36
Physical Education	88	156
Speech (121)	88	25
Pharmacy (all)	84	32
Law (all)	83	6
Auto Service (all)	82	17
Business Administration (261)	80	5
Biology (except Biological Science 101, 102 101, 102)	78	23
Secretarial Training	77	13
Reading Improvement	76	68
Special Education (all)	75	16
Health Education	73	67
English A (100)	71	35
Business Data Processing	71	7
Business English (SB-133)	66	3
Humanities (all)	65	74
Typing (all)	65	26
Psychology (all)	65	20
History (all)	63	84
Mathematics 100	61	41
Welding (all)	60	20
Marketing (all)	60	5

Table IV (cont)

Education (all)	60	5
Art (all)	60	5
English (101R, 101, 102, 103)	59	104
Political Science (all)	59	59
Business Administration (BA-122)	58	19
Communication Skills (51, 52)	57	30
Auto Machine Shop (all)	55	11
French I, II	50	6
Physical Science (101, 102)	50	6
Food Service	50	2
Accounting (all)	48	27
Business Writing (ST-221)	45	11
Social Science (101, 102)	44	99
Chemistry (all)	42	19
Economics (all)	42	12
Biological Science (101, 102)	34	61
Mathematics (except Mathematics 100)	30	56
Drafting (all)	25	4
Business Filing (ST-245)	25	4
Business Math	24	25
Geology	17	6
Office Machines	0	6
Printing (all)	0	3
Physics (221, 212)	0	2
Optical Technology	0	2
English (321)	0	2
Graphics	0	1
Dental Assistant	0	1

Table V
 Enrollment in Course or Course Category,
 Total Success, and Success by Sex of 234
 Ferris Black Students

<u>Course or Course Category</u>	<u>Success</u>			<u>Total Enrollment</u>
	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Physical Education	407	217	190	427
Health Education	242	153	89	267
English (101R, 101, 102, 103)	219	132	87	325
College Orientation	157	106	51	166
Sociology (all)	136	26	110	143
Music (all)	128	59	69	129
Dental Hygiene (all)	107	8	99	113
Reading Improvement	107	NA	NA	117
Humanities (all)	106	49	57	143
Speech (121)	106	66	40	117
Political Science (all)	106	72	34	150
Biological Science (101, 102)	96	53	43	176
Social Science (101, 102)	95	73	22	151
History (all)	91	54	37	145
Typing	78	35	43	96
Secretarial Studies	74	18	56	96
English A (100)	73	NA	NA	91
Math (121, 124, 125, 126)	72	50	22	99
Mathematics (100)	55	NA	NA	63
Chemistry (all)	53	46	7	76
Biology (except Biological Science 101, 102)	44	34	10	59
Psychology (all)	41	25	16	57
Accounting (all)	37	20	17	64
Speech (except 121)	36	18	18	36
Marketing (all)	32	26	6	41
Business Administration (122)	29	19	10	42
Pharmacy (all)	27	27	0	29
Cosmotology (all)	25	0	25	27
Economics (221, 222)	23	17	6	32
Special Business Skills (G) and Related Education for TAA	20	20	0	29

Table V (cont)

English Literature I, II (221, 222)	18	17	1	23
Drafting (Technical and Architectural)	18	18	0	37
Business Filing (ST-245)	17	2	15	21
Business Writing (ST-221)	15	10	5	16
Art (103, 110)	14	14	0	26
Mathematics (111)	14	8	6	47
Physics (all)	12	12	0	18
Law (221, 222, 223, 224, 225)	12	5	7	18
Education (all)	11	5	6	15
Automotive Service (all)	9	9	0	11
Building Construction Technology (all)	0	0	0	11
Radio and Television (ES-171)	9	9	0	11
French II	8	5	3	9
Optical Technology (all)	7	7	0	8
Physical Science (101, 102)	7	7	0	12
Auto Machine Shop (all)	6	6	0	6
Business Administration (PA-261)	5	5	0	8
Court Reporting (all)	4	1	3	6
Printing (all)	4	4	0	12
Machine Tool (all)	4	4	0	8
Business Math	3	3	0	19
Physical Geology	2	2	0	4
Elementary Graphics	2	2	0	5
Welding (all)	2	2	0	8
English (321)	2	2	0	3
Insurance (131, 132)	1	1	0	2
Business Administration 443	0	0	0	1
Industrial Production Technology (all)	0	0	0	2
Technical Illustration (all)	0	0	0	1
Commercial Art (CA-131)	0	0	0	1
Use of Library	0	0	0	1

Table VI

Enrollment in Course or Course Category,
Success, and Success by Sex of Attrited Students Within
the Population of 234 Ferris Black Students

<u>Course or Course Category</u>	<u>Success</u>			<u>Total Enrollment</u>
	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Physical Education	138	91	47	156
Orientation	93	62	31	102
English (101R, 101, 102, 103)	61	50	11	104
History (all)	53	43	5	84
Reading Improvement	52	29	23	68
Health Education	49	32	17	67
Music (all)	49	32	17	53
Humanities (all)	48	33	15	74
Social Science (101, 102)	44	29	15	99
Political Science (all)	35	26	9	59
Speech (except 121)	32	28	4	36
Pharmacy (all)	27	22	5	32
Mathematics 100	25	9	16	25
English A (100)	25	25	0	35
Sociology (all)	23	18	5	25
Speech (121)	22	16	6	25
Biological Science (101, 102)	21	13	8	61
Auto Body (all)	20	20	0	22
Biology (except Biological Science 101, 102)	18	10	8	23
Typing (all)	17	4	13	26
Communication Skills (51, 52)	17	14	3	30
Mathematics (except Mathematics 100)	17	13	4	56
Auto Service (all)	14	14	0	17
Accounting (all)	13	13	0	27
Psychology (all)	13	7	6	20
Special Education (all)	12	9	3	16
Welding (all)	12	12	0	20
Business Administration (BA-122)	11	9	2	19
Secretarial Training	10	0	10	13
Literature (all)	10	3	7	11

Table VI (cont)

Chemistry (all)	8	7	1	19
Business Math	6	5	1	25
Auto Machine Shop (all)	6	6	0	11
Economics (all)	5	5	0	12
Business Writing (ST-221)	5	5	0	11
Law (all)	5	5	0	6
Business Data Processing	5	5	0	7
Radio and Television (all)	4	4	0	4
Business Administration (261)	4	4	0	5
French I, II (221, 222)	3	2	1	6
Art (all)	3	1	2	5
Building Construction Technology (all)	3	3	0	3
Physical Science (101, 102)	3	3	0	6
Marketing (all)	3	3	0	5
Education (all)	3	3	0	5
Business English (SB-133)	2	0	2	3
Library Technician	2	0	2	2
Geology	1	1	0	6
Business Filing (ST-245)	1	1	0	4
Business Administration (BA-321)	1	1	0	1
Finance	1	1	0	1
Environmental Health	1	1	0	1
Food Service	1	1	0	2
Drafting (all)	1	1	0	4
English (321)	0	0	0	2
Printing (all)	0	0	0	3
Graphics	0	0	0	1
Physics (211, 212)	0	0	0	2
Office Machines	0	0	0	6
Optical Technology	0	0	0	2
Dental Assistant (all)	0	0	0	1

Table VII

**Total Enrollment by Subject or Area Category,
Total Success and Success by Sex of 234
Ferris Black Students**

<u>Subject or Area Category</u>	<u>Total Enrollment</u>	<u>Success</u>		
		<u>Total</u>	<u>Male</u>	<u>Female</u>
Summary: English, Humanities Speech, Literature, Music, Art	895	708	362	346
Summary: Economics, Political Science, History, Psychology, Sociology	680	492	267	225
Summary: Business, Commerce Secretarial	430	307	145	162
Summary: Physical, Natural and Biological Sciences	345	214	154	60
Summary: Mathematics	189	113	85	28
Summary: Health Sciences and Arts	141	88	63	25
Summary: Technical and Applied Arts	121	114	15	99
Summary: Special Education	36	20	20	0
Summary: Pharmacy	29	27	27	0
Summary: Education	15	11	5	6

Table VIII

Total Enrollment by Subject or Area Category,
Total Success, and Success by Sex of Attrited Students
Within the Population of 234 Ferris Black Students

<u>Subject or Area Category</u>	<u>Total Enrollment</u>	<u>Success</u>		
		<u>Total</u>	<u>Male</u>	<u>Female</u>
Summary: English, Humanities, Speech, Literature, Music, Art	353	255	190	65
Summary: Economics, Political Science, History, Psychology, Sociology	299	173	133	40
Summary: Business, Commerce, Secretarial	156	82	56	26
Summary: Special Education	117	83	52	31
Summary: Physical, Natural and Biological Sciences	117	51	34	17
Summary: Mathematics	97	42	22	20
Summary: Technical & Applied Arts	85	60	60	0
Summary: Pharmacy	32	27	22	5
Summary: Health Sciences and Arts	6	2	2	0
Summary: Education	5	3	3	0

4.5 Approaches of Other Colleges and Universities to Programs
for Disadvantaged Students

Letter of Request to Correspondents

May 5, 1969

Dear Sir:

I am writing you as a member of a school-wide committee appointed to study the academic achievement and attrition of black students. In the course of our study we have been able to compare the achievement of our black students to the remainder of the student body, but we have no way of knowing whether or not our experience is typical. We need additional information. This is why I am writing you.

Would you please forward this letter to the person on your campus most likely to be able to provide me with the following information:

- (1) The number of black students admitted and their percent of the total student body.
- (2) The number of black students leaving before graduation and their percent of the total student body.
- (3) Your general qualifications for admission and whether or not you have any special criteria for black students.
- (4) Your general orientation procedures and whether or not you have any special orientation procedures for black students.
- (5) In your college, in what programs do blacks enroll, i.e., do they enroll in any one program more frequently than others?

If you can provide us with any recent information, it will be extremely helpful to us as we attempt to solve our problem. If in turn we may give you any assistance of this nature, please do not hesitate to ask.

Sincerely yours,

TASK FORCE ON ATTRITION OF BLACK STUDENTS

(for the Committee)

Keith E. Lucas, Acting Assistant Dean
School of Business

List of Colleges and Universities Contacted

Antioch College
Ball State University
Bowling Green State University
Butler University
Central Michigan University
Cleveland State University
Detroit Institute of Technology
Eastern Illinois University
Eastern Michigan University
Indiana Institute of Technology
Indiana State University
Illinois State University
Kent State University
Lake Superior State College
Miami University
Michigan Technological University
Northeastern Illinois State College
Northern Illinois University
Northern Michigan University
Ohio Northern University
Southern Illinois University
Stout State University
University of Akron
University of Evansville
University of Toledo
Western Illinois University
Western Michigan University
Wisconsin State University at Eau Claire
Wisconsin State University at Oshkosh
Wisconsin State University at Platteville
Wisconsin State University at River Falls
Wisconsin State University at Whitewater
Youngstown State University

4.6 Views of High School Counselors

Letter of Request to Counselors

May 5, 1969

Dear

You have been identified by the Michigan Counselors Association as one who is qualified to help Ferris State College in the solution of one of its problems -- namely the high attrition rate of black students.

Will you please, in letter form, tell us why in your opinion you think so many black students are dropping from college? We observed that many of the drop outs have made less than satisfactory academic records while here.

Will you also tell us of any special preparation programs you may have in your school that are designed to benefit the black student who plans to attend an institution of higher education?

Will you further please be good enough to indicate the nature of a program or programs which might in your judgement render the attrition rate for black students much lower?

As usual, time is of the essence and we are therefore urging you to assist us now in this important undertaking.

Sincerely yours,

Robert L. Hitch
Division of Teacher Education

RLH: pmj

List of Counselors Contacted

Mr. Richard Dornbas (not MCA)
South Middle School
Grand Rapids, Michigan

Hugh Hoebeke (not MCA)
South Middle School
Grand Rapids, Michigan

Mr. Parnell Tardy
Arthur Hill Sr. High School
3115 Mackinaw Street
Saginaw, Michigan 48602

Mrs. Nancy Baxter
Arthur Hill Sr. High School
3115 Mackinaw Street
Saginaw, Michigan 48602

Mrs. Joan Snider
Eastern High School
220 N. Pennsylvania
Lansing, Michigan

Mrs. France Scneider
Eastern High School
220 N. Pennsylvania
Lansing, Michigan 48912

Mr. Curt Prediger
Muskegon Sr. High School
Muskegon, Michigan

Harriett M. Reid
Muskegon Sr. High School
Muskegon, Michigan

Mrs. Jane M. Auble
Northeast Intermediate School
1305 E. Sugnet
Midland, Michigan 48640

Mr. Dean Merritt
Northeast Intermediate School
1305 E. Sugnet
Midland, Michigan 48640

Mrs. Janet E. Davis
Bay City Central High School
1624 Columbus
Bay City, Michigan 48708

Mr. Lester H. Sherbeck
Bay City Central High School
1624 Columbus
Bay City, Michigan 48708

Mrs. E. Laverne Cox
Northwestern Community High School
G-2138 W. Carpenter Road
Flint, Michigan 48505

Mr. Charles M. Whiteley
Northwestern Community High School
G-2138 W. Carpenter Road
Flint, Michigan 48505

Mr. Charles Barclay
Pioneer Sr. High School
601 W. Stadium Boulevard
Ann Arbor, Michigan 48103

Mr. James O. Zornes
Pioneer Sr. High School
601 W. Stadium Boulevard
Ann Arbor, Michigan 48103

Miss Elizabeth Pearson
Central High School
Pontiac, Michigan

Mr. Henry McShan
Central High School
Pontiac, Michigan

Mrs. Ruth Page
MacKenzie Sr. High School
9275 Wyoming
Detroit, Michigan 48204

Mr. George F. Brooks
MacKenzie Sr. High School
9275 Wyoming
Detroit, Michigan

4.7 INTERVIEWS WITH COMPETENT PERSONS

List of Interviewees

1. Dr. John Coffey
Director, Skills Center
Federal City College
Washington, D.C.
2. Dr. William L. Crump
Professional Division
Federal City College
Washington, D.C.
3. Dr. Frank Farner
President
Federal City College
Washington, D.C.
4. Mr. John J. Fogarty
General Education, English
Ferris State College
Big Rapids, Michigan
5. Mr. Oliver Garrison
Second Year Student
Radio & T.V.
Ferris State College
Big Rapids, Michigan
6. Dr. Mary T. Howard
Director, Student Counseling
Center
Federal City College
Washington, D.C.
7. Dr. Charles Hurst
Chairman, Department of Speech
Howard University
Washington, D.C.
8. Robert N. Kennon
Consultant, Persons of Special
Need
Department of Education
Division of Vocational Education
Lansing, Michigan
9. Rev. Ray Kretzschmer
People Against Racism (PAR)
Grand Rapids Youth Ministry
129 Fulton, East
Grand Rapids, Michigan
10. Dr. Louis Lomax
Distinguished Professor of
Literature
Director of Black Studies
Hofstra University
Hempstead, Long Island
11. Mr. Ray MacLoughlin
General Education, English
Ferris State College
Big Rapids, Michigan
12. Dr. Gwen Norrell
Student Counseling Center
Michigan State University
East Lansing, Michigan
13. Mr. Emanuel Pierson
Assistant to the President
Oakland Community College
Oakland, Michigan

14. Mr. Ron Snead
Sophomore
General Science
Ferris State College
Big Rapids, Michigan
15. Dr. Irene Tinker
Assistant Provost
Federal City College
Washington, D.C.
16. Dr. Arthur H. Webb, Chairman
Natural Sciences Department
Federal City College
Washington, D.C.
17. Mrs. Lucille Wright
General Education, English
Ferris State College
Big Rapids, Michigan
18. Mr. George Dawson*
Assistant to the
Assoc. Commissioner
Health, Education, and
Welfare Department
Washington, D.C.

*The gist of this interview was the programs of the HEW Department, therefore none of it entered into the contents of section 3.3 Interviews with Competent Persons re Attrition and Remedies.

4.8 Covering Letter for Questionnaire Sent to Attrited Group

April 29, 1969

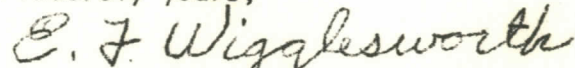
Several months ago, a faculty committee, of which I am the chairman, was set up at Ferris to try to discover why many of our students leave before having completed their programs. It is recognized, of course, that in many cases, the student was denied readmission because of failure to achieve the required honor-point average.

The question is - why did this occur? Is there something that can be done to prevent it in the future? What other reasons were there for these students not returning to Ferris? I am seeking your help in trying to find answers to these questions.

With your help, perhaps some kind of improved program or change in courses or procedures will enable many more students to be successful. I am asking you, therefore, to complete the enclosed questionnaire as carefully as possible and return it in the enclosed envelope. It is not long and most of the questions can be answered by merely placing a check beside the word which appears to you to be the correct answer.

Since the committee must complete its report by the end of May, I would appreciate very much receiving your reply as soon as possible. You have my assurance that all replies will be treated with the utmost confidence.

Sincerely yours,



Dr. E. F. Wigglesworth, Chairman
Committee to Study Attrition

Enc.

5.0 BIBLIOGRAPHY

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6.0 GLOSSARY

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A few terms have been used throughout the report, sometimes interchangeably, the meanings of which ought to be understood in their technical definitions and connotations. Accordingly, the following definitions are offered:

- Attrition.** The separation of any student from Ferris for any reason other than the successful completion of the student's intended program as applied within the framework of the Ferris philosophy as commonly understood.
- Compensatory education.** A continuing activity by an institution of higher learning that helps disadvantaged students, who could not otherwise do so, to enroll and progress in college.
- Compensatory program.** The organized group of activities which, all together, constitute compensatory education. Some such activities are: giving financial aid, modification of admissions standards, tutorial assistance, extended counseling, application of special grading systems.
- Disadvantaged student.** One whose entire social and educational background has been, and may continue to be, inferior to generally accepted white standards. Such students are often in greater need of social, psychological, and financial reinforcement than of formal no-credit, remedial programs.
- High-risk student.** A student whose inadequate preparatory-school curriculum, grades, and socio-economic background make his successful performance in college unlikely without compensatory assistance.

As between "disadvantaged" and "high-risk" there seems, in the usage of the terms, to be an implication in the former of educational failure which is the consequence of circumstances involving race, low economic status of family, possibly even some degree of mental slowness over all of which the student has had no control. The latter appears to connote more emphasis on the lack of educational preparation rather than on the poor socio-economic condition of the family.