

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

Cindy

~~4/10/79~~ Date

TO: *Clark*

ACTION REQUESTED ON ATTACHED:

- | | |
|---|---|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature (return attachments) |
| <input type="checkbox"/> For your information (need not return) | <input type="checkbox"/> Please give me your comments (return attachments) |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | |

please handle

*Since I am official
Resignee better respond
under my name*

*Approved by
May 20, 1979
to LMC w/hold*

FROM: *nu*

WASU

April 1979

Dear Colleague:

In November we contacted the chief executive officers of nearly 1100 higher educational institutions to ascertain their interest in an information sharing network of urban colleges and universities. At that time we also requested they identify some of their successful or promising efforts to aid their communities' poor, minority, or disadvantaged students to enter and succeed in higher education. Perhaps you already have received from your president or chancellor the materials we sent in November, and are aware that you have been designated as our contact for more detailed information about the efforts identified at that time.

As you may know, we will utilize information provided by participating campuses to prepare a series of special focus reports on programs and problems of urban colleges and universities. The enclosed first issue of Connections, the network publication, describes our efforts to organize an information sharing network.

My purpose in contacting you at this time is to request more detailed information on those efforts identified earlier by your president or chancellor. Enclosed is a photocopy of the page from the November survey on which specific programmatic efforts on your campus were noted. Information need not be provided on all programs identified. At this time only the following types of programs are of interest:

- Recruitment, admission, and orientation of new urban students
- Basic, remedial or developmental studies
- Student advisement and counseling
- Linking higher education and work

Your president or chancellor may have identified some of these types of programs. Please use the enclosed forms to report on them. If you know of successful or promising efforts on campus that were overlooked, please report on those also.

Page Two

Information you provide on each of the programs will be reviewed by project staff and consultants. Subsequent campus visits may be scheduled. Some of the most promising efforts across the country will be featured in forthcoming issues of Connections. Therefore, your candid report of the programs on your campus will aid our search.

Should you have any questions concerning the project in general or this phase of information gathering, please do not hesitate to contact me.

Best regards,

A handwritten signature in cursive script that reads "Kurt Smith". The signature is written in dark ink and is positioned below the typed name.

Kurt B. Smith
Special Projects Coordinator

KBS/klb

encs.

P.S. I would appreciate having the completed information forms by May 30th.

Survey of Chief Executive Officers
of Urban Colleges and UniversitiesNCSU/NC
Institution/State

Information you provide in response to questions 3 - 6 will assist the Project to describe network participants in general with respect to students served and to conclude from the range of experiences reported the types of efforts and problems that should be covered.

3. What percent of your undergraduate students would you estimate to be permanent residents of the urban center in which your institution is located?

25%

4. Again, in your estimation, what percent of your undergraduate student body consists of urban poor, racial or ethnic minority, and educationally disadvantaged students?

3% are educationally disadvantaged

7% are minority but not all are disadvantaged

5. Please list up to five specific efforts of your institution that in your opinion have proven to be successful or that show promise of success in aiding these students (the poor, racial or ethnic minority, and educationally disadvantaged) to adapt to its requirements, or in adapting itself to their needs.

a) adding some pre-college or fill in the educational gap
courses in Math and English composition

b) add these courses in Summer School

c) Learning Assistance Lab and additional tutoring in an
array of basic courses (Chemistry, Physics, Math, English,
Biology).

d) more counseling

e) More courses and degree programs in the evenings.

Many courses are open to part-time students who are not
pursuing degrees.

connections

Connections is a series of reports published by the Urban College and University Network, a project of the American Association of State Colleges and Universities, assisted by the Ford Foundation. Cooperating associations of colleges and universities: American Council on Education, American Association of Community and Junior Colleges, Association of American Colleges, Association of Catholic Colleges and Universities, Committee of Urban Program

Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land-Grant Colleges.

Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network was established to provide an effective means to share information on successful or promising efforts to serve the educa-

tional needs of urban residents, particularly the educationally disadvantaged.

Network Coordinator: Karl B. Smith
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Washington, D.C. 20036
(202) 283-7070

Social change and turmoil in American cities over the past two decades have created unprecedented challenges for urban colleges and universities whose missions emphasize undergraduate education for the people of diverse backgrounds and needs who live there.

In response these urban institutions have departed from traditional academic ways. Their admissions policies tend to be non-selective. Their students are mostly working people of all ages, with a majority beyond traditional college age. Their location makes them the chief source of higher education and self-improvement for a large segment of the urban population—minorities, the poor, unemployed youth, the elderly, those whose native tongue is not English—many who have not been well-served by the educational system. Their scheduling, course content, and approach to teaching and learning must be flexible to accommodate the varied living and working circumstances of their students.

The special functions of urban colleges and universities were shaped and their problems began to accumulate during the 1950s and 1960s when a heavy migration of minorities and non-European ethnics to the central cities caused them to rapidly expand and to simultaneously make major changes in their educational programs. An increased flow of state and federal funds eased this era of change for public institutions, while private institutions attempted to respond with fewer resources.

To fit the differing needs of this diverse new stream of students, urban colleges and universities introduced new programs and teaching methods. Open admissions policies were adopted. Increased attention was given to remedial and developmental studies, bilingual programs, counseling, and other educational support programs in order to assure the success of students in college-level work and eventually in useful employment.

As a part of the life-system of the city, the institutions developed close links with busi-



URBAN HIGHER EDUCATION NETWORK FORMED TO INTERCHANGE COMMON PROBLEMS, PROMISING PROGRAMS

Also in this issue:

**Ford Foundation Programs
in Six Major Cities:**

- Student Outreach
- Bilingual Expansion
- Basic Skills
- Faculty Improvement
- Student Attrition
- Program Assessment

ness, industry, government, and community and social service agencies in the design and operation of training and educational programs for employees and clients. Their educational services became increasingly important to the social, economic, and political well-being of their cities.

When the social and economic forces of the 1970s began to alter the face of American higher education, a different set of problems emerged for the relatively new colleges and universities of the cities. Reduction of federal and state funds for higher education in recent years has forced many urban institutions to seriously curtail open admissions and basic skills programs. Opportunities opened up to minorities and the educationally disadvantaged only a few years ago have been narrowed. Facing uncertain expectations and resources, college administrations and faculties are drawn to traditional, more comfortable academic ways. The voices of those who are critical of open admissions, remedial, and other nontraditional programs have become louder and more unified.

THE PURPOSE OF THE NETWORK

Of the many problems urban educators face today, one of the most immediate is the lack of a communications network to help them build on each other's experience. Closely related is the need to inform policy makers of problems, of approaches for dealing with these problems effectively, and the support needed to implement workable programs.

The Urban College and University Network is being organized to meet the need for better communications. Its principal function is to gather and to disseminate current and useful information. *Connections* serves the Network as its vehicle for information sharing. In the coming months each issue of *Connections* will focus on a specific type of program or particular kind of problem drawn from the experiences of Network colleges and universities.

A LOOK AT THE NETWORK

To initiate the Network, nearly 1,100 institutions in 139 of the nation's major urban centers and metropolitan areas were contacted. So far, 280 interested colleges and universities have been identified. They are both two-year and four-year public and private colleges and universities. All have educational missions which emphasize undergraduate instruction of local urban residents.

At this time Network participants appear to be a relatively small segment of the total number of higher education institutions that might be considered to be urban on the basis of geographic location. While the list of participants grows daily, it seems reasonable to anticipate that the Network will comprise, at most, a significant minority of colleges and universities in American cities.

There is also a group of urban institutions which place relatively less emphasis upon undergraduate education for local residents. Among them, however, nearly 100 have indicated an interest in the Network and a desire to be kept informed of its activities.

A LOOK AT THE STUDENTS

Network participants have responded to a brief questionnaire on the makeup of their student bodies, promising programs to serve their students, and current major obstacles to meeting special student needs.

Well over half of the Network colleges reported that more than 75 per cent of their undergraduate students are drawn from the local urban area. Over three-quarters reported that up to 50 per cent of their students are urban poor, ethnic and racial minorities, and educationally disadvantaged. These two statistics provide evidence of the commitment of Network institutions to provide higher education to the people of their cities who might not otherwise have the opportunity.

SOME PROMISING PROGRAMS

A major concern of the Network will be to report on the successful or promising ways in which institutions are implementing programs to accommodate the life circumstances and learning needs of this large group of urban students.

What programs have proven to be successful, or have shown some promise of success in helping these students to adapt to the institutions' requirements or in adapting the institutions to students' needs? Responding to this question, Network colleges listed an array of approximately 1,500 programs, services, and activities.

Some of the major categories include:

- reaching out to potential students through special recruitment and admissions programs;
- providing remedial, basic skills, and developmental studies through specially created centers or courses;
- offering faculty and peer tutoring services;
- packaging special financial assistance programs;
- providing better counseling and advisement services; and

- establishing firmer relationships between higher education and work.

Coming issues of *Connections* will explore the operations of these and other programs, bringing to light the creative and notable efforts of colleges and universities across the country.

To accomplish this, a second phase of information gathering is now underway. Network participants are being asked to describe in greater detail the programs they initially reported as being successful or promising. Staff,

HOW THE PROGRAMS STACK UP—Network colleges' questionnaire responses about their successful or promising programs were entered on index cards and sorted into some general categories.

Remedial, basic skills, and developmental studies programs



Tutorial services



Bilingual programs

Financial aids programs



Student recruitment and admissions programs



Counseling and academic advisement programs



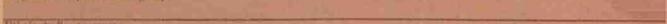
Minority affairs programs

Currents and academic policy changes



Extended learning programs

Programs for specific client groups



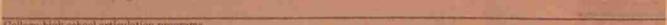
Ethnic studies programs

Programs that link higher education to careers and employment



Staff development programs

Freshman orientation programs



College-high school articulation programs

Improving the management and coordination of information, programs, and services



consultants, and selected campus representatives will review the additional information. They will investigate further the efforts that appear to be working well for students and institutions. The goal will be to delve into those programs and to examine them more closely in order to better understand how and why they work. Good, workable ideas that have made a demonstrated contribution to the improvement of education and services for urban students will be presented in *Connections*.

While it would be unrealistic to suggest that *Connections* will offer prescriptions for success, it will seek to share information that appears to have wide interest and a potential for broad application. At best, the efforts of one institution may be adaptable to the unique needs of others in the Network.

SOME WIDESPREAD PROBLEMS

Beyond investigating and reporting on useful program ideas, the Network is concerned about the more persistent obstacles encountered

by institutions as they attempt to offer educational opportunities to students of varying backgrounds, abilities, and aspirations.

Operational problems of particular types of programs, or systemic problems arising from general conditions within the institutions or imposed by external forces too often seem intractable.

Network campuses have furnished a list of more than 1,000 such circumstances that stand as impediments to providing needed educational programs. They can be grouped into about 20 categories. Some of those mentioned are:

- adverse demographic and economic trends;
- lack of dollars to support necessary programs and staff;
- deficiencies in staff skills or attitudes;
- community apathy and even hostility;
- unhealthy competition among institutions for students and resources;
- outdated institutional missions;
- public misperception of institutional purpose that leads to a distorted image;
- poor planning and management at every level; and
- organizational inflexibilities.

The full range of problem suggestions will be considered by the Network Advisory Panel at a meeting in late March, 1979. The 15-member Panel, drawn from education, government, and industry and having strong interest in improving urban education, will aid in the formulation of several significant problems as a basis for information sharing. While it is unlikely that precise solutions can be proposed, there will be an attempt through *Connections* to clarify some of the issues and their origins and to report constructive initiatives.

MAKING CONNECTIONS

With the formation of this Network comes the opportunity to explore the possibilities for the interchange of ideas, experiences, and resources across lines that, by tradition, have separated institutional types. Information sharing will stress those mutual interests that arise from the challenges and dilemmas faced by all institutions that provide higher education in the city for its residents. In this approach, Network participation may be less controlled by static institutional features such as geographical location than by emergent institutional perceptions of purposes and commitments.

Many of the efforts and problems reported by Network colleges are clearly shared in some measure by all colleges and universi-

HOW THE PROBLEMS STACK UP—Network colleges' questionnaire responses about problems they encountered were entered on index cards and grouped according to some common concerns.

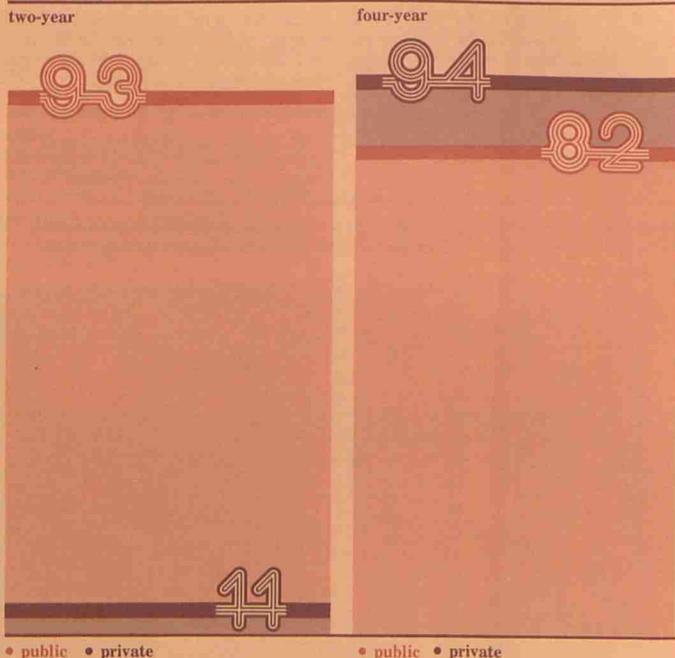
Demographic and economic trends	
Inadequate financial aid resources	
Funding limitations	
Bureaucracy	
Lack of facilities	
Inadequate programs	
Inefficient personnel	
Poor staff attitudes	
Lack of effective staff development programs	
Community attitudes	
Image of the institution	
Outdated institutional mission	
Competition among institutions for students and resources	
Lack of outreach to students	
Poor planning and management at all levels	
Lack of public transportation to campus	
Image of the city	
Deficiencies of the high school	
Student motivation and capabilities	
Inter-group conflict within the student body	

ties—in cities, in suburbs, in small towns, or in the country, whether serving local, regional, national, or international student bodies. The challenges and dilemmas in question are perhaps not so much different as more intensely experienced in the city. Network information interchange will be mindful of interests that may be shared in the larger higher education community.

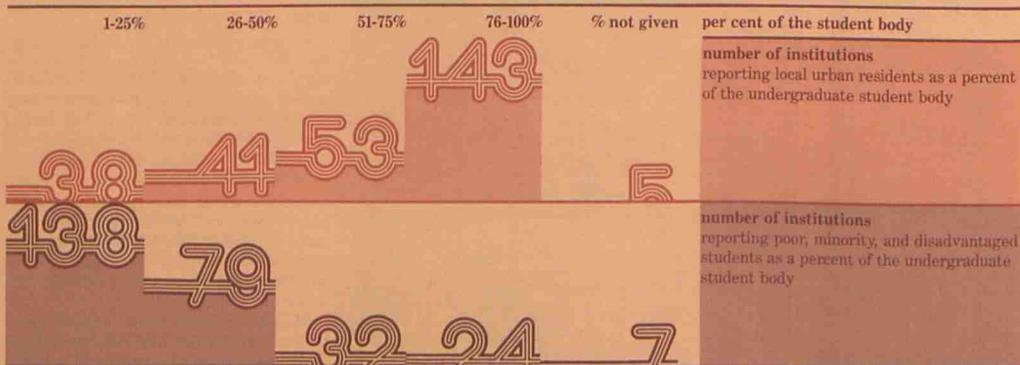
Beyond the community of colleges and universities, but intimately involved with its future, are the various individuals and agencies that contribute to the making of educational policy. They share with the urban colleges and universities the responsibility for addressing needs and removing impediments. Policy makers and institutions together will determine whether the future is one of missed opportunities or of improved educational service to the cities and to the people who live there. For this reason the interchange of information among Network participants will likely also find an actively interested audience in the legislatures and executive departments at all levels of government.

Concern and interest in the future of the cities is growing. Along with the more general concern for the health of urban communities is the interest in the role of education at all levels in contributing to the enhancement of urban life. The Urban College and University Network aims to make a timely contribution to the broadening dialogue.

NETWORK PARTICIPANTS . . . AT A GLANCE—280 urban colleges and universities are participating in Network sponsored exchange of information.



A MINI PROFILE OF STUDENT ENROLLMENTS ON NETWORK CAMPUSES—Network campuses responded to questionnaire items on enrollments of local residents and of poor, minority, and disadvantaged students.



URBAN COLLEGE AND UNIVERSITY NETWORK—PARTICIPANTS TO DATE:

Alabama
 Birmingham Southern College
 Lawson State Community College
 University of South Alabama
 Auburn University at Montgomery

Arizona
 Maricopa Technical Community College
 Phoenix College

California
 California State University, Dominguez Hills
 California State University, Fresno
 California State University, Fullerton
 California State University, Hayward
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Northridge
 San Diego State University
 Coastline Community College
 Golden West College
 Orange Coast College
 Cogswell College
 Don Bosco Technical Institute
 Humphreys College
 Immaculate Heart College
 Long Beach City College
 Los Angeles Baptist College
 Los Angeles Trade & Technical College
 Los Angeles City College
 Los Angeles Valley College
 Northrop University
 Patton Bible College
 Contra Costa College
 Evergreen Valley College
 College of Alameda
 Laney College
 Merritt College
 San Diego Community College, City
 San Diego Community College, Mesa
 San Francisco Community College
 San Joaquin Delta College
 San Jose City College
 Simpson College
 University of West Los Angeles
 Los Angeles Harbor College

Colorado
 Colorado Women's College
 Community College of Denver
 University of Colorado, Denver

Connecticut
 Greater Hartford Community College
 Housatonic Regional Community College
 University of Hartford

District of Columbia
 American University
 Howard University
 Strayer College
 University of the District of Columbia

Florida
 Barry College
 Broward Community College
 Hillsborough Community College
 Miami-Dade Community College (Medical Center)
 Florida International University
 University of North Florida
 University of Miami
 Ambrose Garner (Miami-Dade Community College)

New World Center (Miami-Dade Community College)

Georgia
 Agnes Scott College
 Clayton Junior College
 Georgia State University

Hawaii
 Hawaii Pacific College

Illinois
 Bradley University
 Chicago State University
 City College of Chicago, Malcolm X
 City College of Chicago, Olive-Harvey
 City College of Chicago, Wright
 College of Lake County
 DePaul University
 Illinois Benedictine College
 Illinois Central College
 Lewis and Clark Community College
 Mandelstam College
 National College of Education, Main
 Northeastern Illinois University
 Roosevelt University
 Southern Illinois University
 University of Illinois, Chicago Circle
Indiana
 Indiana Vocational Technical College-Fort Wayne
 Indiana—Purdue University
 Indiana Vocational Technical College—Evanoville
 Marian College
 Purdue University, Calumet

Iowa
 Des Moines Area Community College
 Drake University

Kansas
 Donnelly College
 Wichita State University

Kentucky
 Northern Kentucky University
 Spaulding College
 Transylvania University
 University of Kentucky, Lexington
 University of Louisville

Louisiana
 Delgado College
 Louisiana State University, Shreveport
 University of New Orleans
 Loyola University in New Orleans
 Southern University, Shreveport—Bossier

Maryland
 Montgomery College—Rockville
 Coppin State College
 Loyola College
 Towson State University
 University of Maryland, Baltimore County
 Western Maryland College

Massachusetts
 Boston State College
 Massachusetts College of Art
 North Shore Community College
 University of Massachusetts, Boston
 Salem State College
 Worcester State College
 Wheelock College
 Simmons College

Michigan
 Wayne State University
 Aquinas College
 Charles S. Mott Community College
 Detroit Institute of Technology
 Grand Rapids Junior College
 Lawrence Institute of Technology
 Macomb County Community College, Center
 Marygrove College
 University of Michigan, Dearborn
 University of Michigan, Flint
 Wayne County Community College

Minnesota
 Augsburg College
 College of Saint Scholastica
 College of Saint Thomas
 Macalester College
 Inver Hills Community College
 Metropolitan State University
 University of Minnesota, Duluth

Mississippi
 Jackson State University

Missouri
 Pioneer Community College
 Missouri Baptist College
 Rockhurst College
 Saint Louis Community College, Florissant Valley
 University of Missouri, Kansas City
 University of Missouri, Saint Louis
 Webster College

Nebraska
 Creighton University
 University of Nebraska, Omaha

New Jersey
 Bloomfield College
 Camden County College
 Essex County College
 Jersey City State College
 New Jersey Institute of Technology
 Passaic County Community College
 Ramapo College of New Jersey
 Rutgers University at Newark
 Saint Peter's College
 Thomas A. Edison College

New Mexico
 University of Albuquerque

New York
 Albany Business College
 Canisius College
 Central City Business Institute
 CUNY-Borough of Manhattan Community College
 CUNY—College of Staten Island
 CUNY—Hunter College
 CUNY—Queensborough Community College
 CUNY—Queens College
 D'Youville College
 Long Island University, Brooklyn Center
 Long Island University, C.W. Post Center
 Long Island University, Southampton Center
 Marymount Manhattan College
 Medaille College
 Mercy College
 New York Institute of Technology, Main Campus
 Pass University
 Saint John Fisher College
 Westchester Community College
 Trevecca College
 Fordham University
 College of New Rochelle—School of New Resources

North Carolina
 Bennett College
 Central Piedmont Community College
 Saint Augustine's College
 North Carolina State University
 University of North Carolina, Charlotte
 University of North Carolina, Greensboro

Ohio
 Berea College of Ohio
 Cincinnati Technical College
 Columbus Technical Institute
 Dyke College
 Franklin University
 Lake Erie College
 Miami-Jacobs Junior College of Business
 Ohio Dominican College
 Sinclair Community College
 University of Cincinnati
 University of Dayton
 University of Toledo
 Ursuline College
 Wright State University
 Youngstown State University

Oklahoma
 Oklahoma State University Technical Institute
 South Oklahoma City Junior College

Oregon
 Maryhurst Education Center
 Mount Hood Community College

Pennsylvania
 California State College
 Cedar Crest College
 Chestnut Hill College
 Community College of Philadelphia
 Drexel University
 Duquesne University
 Lackawanna Junior College
 LaRoche College
 LaSalle College
 Moore College of Art
 Our Lady of Angels College
 Pennsylvania State University, Delaware Campus
 Point Park College
 Reading Area Community College
 Saint Joseph's College
 Spring Garden College
 University of Scranton
 Widener College
 Rhode Island
 Rhode Island College
South Carolina
 Benedict College
 Midlands Technical College

Tennessee
 Aquinas Junior College
 Knoxville College
 State Technical Institute at Memphis
 Tennessee State University
 Chattanooga State Technical Community College
 Shelby State Community College
 Trevecca Nazarene College
 University of Tennessee, Nashville

Texas
 Texas Southern University
 Eastfield College
 North Lake College
 El Paso Community College
 Houston Baptist University
 Houston Community College
 Saint Edward's University
 Saint Phillip's College
 Tarrant County Junior College, NE
 Tarrant County Junior College, S
 University of Houston, Central
 University of Houston, Clear Lake City
 Corpus Christi State University
 University of Texas, Dallas
 University of Texas, El Paso
 Dallas County Community College District

Utah
 Utah Technical College

Virginia
 Christopher Newport College
 Norfolk State College
 Old Dominion University
 University of Richmond
 Virginia Commonwealth University
 J. Sargeant Reynolds Community College
 Northern Virginia Community College
 Thomas Nelson Community College
 Tidewater Community College

Washington
 Fort Steilacoom Community College
 Gonzaga University
 Highline Community College
 Seattle Pacific University
 Seattle University
 Spokane Falls Community College

Wisconsin
 Concordia College
 Milwaukee Area Technical College
 University of Wisconsin, Milwaukee
 Waushea County Technical Institute
 Wisconsin Conservatory of Music

San Francisco

ASSESSING PROGRAMS, JOBS, STUDENT NEEDS

The San Francisco Consortium, an association of eight postsecondary institutions, is undertaking a year-long study aimed at improving information on the educational and job opportunities for the city's disadvantaged racial and ethnic minorities.

The population of San Francisco is almost evenly divided between whites and minorities of blacks, Hispanics, Asians, Filipinos and others. The demand on the labor market for blue collar workers has decreased while the need for educated white collar workers is rising. During the next five years, for example, 22,000 new or replacement jobs will become available in San Francisco and 85 per cent of them will be in professional, managerial, service, and skilled and clerical areas. With unemployment already disproportionate among minorities, the situation is likely to worsen. At the heart of the problem is the mismatch between the education and skills of the unemployed, particularly young blacks, and the requirements of employers in growing sectors of the economy.

A Ford Foundation grant of \$100,000 will fund a city-wide Assessment Project sponsored by the Consortium and involving representatives of the disadvantaged minorities community, business and labor, and the public schools.

The Assessment Project will seek to help the Consortium members improve program development by furnishing information on the educational needs of minorities and projections on changing requirements of the job market.

The Consortium was formed in 1967 to facilitate an exchange of ideas and resources between its members and to serve as an instrument through which they can more effectively deal with pressing local urban educational problems. The member institutions, which have a combined enrollment of 120,000 are the California College of Podiatric Medicine; Cogswell College; Golden Gate University; Hastings College of Law; San Francisco Community College District; San Francisco State University; the University of California at San Francisco; and the University of San Francisco.

All of the Consortium members, while varied in many other respects, are urban schools



with substantial local student bodies. During the past decade they have increased the enrollment of disadvantaged students and designed programs to enable them to acquire the skills necessary to compete in the job market.

One step of the Consortium's three-way investigation of problems and resources will be a cooperative self-assessment of member institutions' past, present, and future efforts and results in programs for disadvantaged people. In the larger community there will be an attempt to assess the education needs of the disadvantaged with an emphasis on youth, but with significant attention to the adult population. The business community will be surveyed to gather information on the business climate, the labor market, and the efforts of business to support programs to improve job skills and employment for minorities.

A secondary, but highly critical problem the Consortium Assessment Project will attempt to resolve is communications between all three sectors involved in the study. Three-way communications has been generally nonexistent and even communication between any two of the sectors has been weak. There is no central agency for gathering and disseminating information of the kind the Assessment Project seeks to produce. As the Project proceeds, it will be accompanied by meetings and symposia attended by representatives of participating groups and organiza-

tions. Reports and planning documents will be widely shared. The intercommunications and cross-planning structures developed by the Project will be continued by the Consortium in its future urban and intercollege activities.

Some of the expected outcomes for the colleges and universities include program modifications to reflect student needs and the employment demands of business; improved student counseling; cooperative recruitment in minority and ethnic neighborhoods; and the development of cost effective projects in disadvantaged areas in cooperation with business, community agencies, and public schools.

An important outcome for the disadvantaged community would be a significant increase in awareness of the entering skill requirements of colleges and business and how to meet them. A primary benefit to the business sector would be information useful to personnel training and a greater appreciation of the problems and potential contributions of the other two sectors.

Contact:

Dr. Frank Baratta
Assessment Project
San Francisco Consortium
Cogswell College
600 Stockton Street
San Francisco, California 94108
(415) 781-2420

Birmingham

BASIC SKILLS TAUGHT BY RETIRED TEACHERS

A majority of the high school graduates of the Birmingham, Alabama, public school system leave with no more than an eighth grade proficiency in reading, writing, and mathematics. With a \$98,800 grant from the Ford Foundation, Miles College will launch a two-year program to correct the basic skills deficiencies of students in grades one through eight and to motivate them to remain in school.

The program is called SUPER—Skills Upgrading Program for Educational Reinforcement. The instructors will be 10 active retired Birmingham elementary school teachers. Tutorial Centers will be established at three community schools and Miles College.

SUPER will consist of two three-hour sessions a week during the academic year and three five-hour sessions during the summer. The teachers will spend an additional session each week making visits and telephone calls to parents.

The program will enroll 211 students, concentrating on underachievers who have poor school attendance records and do not participate in school activities. To enter the program, students must be recommended by a school counselor or principal in collaboration with parent and teacher. Films and lectures will be presented on sex education, drug abuse, and other problems of urban street life. A schedule of cultural and recreational activities is planned to give students experiences they might not otherwise have.

Overseeing the project is a 19-member Advisory Board of parents, Board of Education members, retired educators, principals and counselors from the school system, and representatives from Lawson Community College, the University of Alabama in Birmingham, and Miles College.

Some of the expected outcomes for the students are improved self-expression, better school attendance, and greater self-confidence.

Contact:
Mrs. Mildred Tucker
Director, SUPER Tutorial Project
Miles College
P.O. Box 3800
Birmingham, Alabama 35208
(205) 923-2771, ext. 311, 312



Washington

COMPREHENSIVE TESTING TO REDUCE STUDENT ATTRITION

The University of the District of Columbia is both an old and a new institution. It was established in August, 1977, with the merger of Federal City College and Washington Technical Institute, created by Congress in 1966, and the District of Columbia Teachers College whose history goes back to 1851.

The consolidation has put public higher education in the District of Columbia in the throes of its greatest period of transition. As a comprehensive, free access public institution serving a large urban ethnic population, the most important problem facing the new institution is student attrition. Although the concern for attrition is widespread throughout American postsecondary education, it is an especially urgent problem for the University of the District of Columbia.

The weighted average attrition for the university's predecessor institutions was 18 per cent, which is high compared to similar urban public institutions. In 1970-71, the attrition rate was 13 per cent. It took a quantum jump in 1972-73 to 22 per cent. The highest attrition recorded was in 1975-76 at 26 per cent. Of the 7,000 students enrolled this past academic year only about 1,500 are expected to graduate. This loss of talent, waste of limited educational resources, and setbacks to students'

career development has prompted the university's leadership to learn more about how to increase students' chances of finishing college.

A grant of \$112,490 from the Ford Foundation is being used by the new university leadership to overhaul and consolidate the testing programs at the three merged institutions and to plan and implement a comprehensive diagnostic testing program to increase retention. The university feels that if the use of tests and assessment are to have any positive impact on attrition it must design a program that will provide the data base required to determine the instructional, advising, and counseling needs of its students. The problem solution is seen as threefold involving the answers to the following questions:

- What test data are required to measure student ability and to determine the type of academic advising and counseling urban ethnic students need to negotiate the regular academic program?
- What testing instruments are available that have the prerequisite validity and reliability? What additional instruments are needed to complete the university's testing needs?
- What types of remedial/developmental program models should be adopted?

When the testing program is fully assembled, it must possess the capability of generating test data that can be utilized for five principal purposes:

1. Diagnosing learning disabilities and identifying instructional need.
2. Prescribing developmental/remedial action.
3. Placing students in appropriately prescribed developmental courses.
4. Developing remedial, developmental, and supportive services programs such as tutorial learning laboratories and freshman advisement and orientation.
5. Conducting instructional research.

The university administration is keenly aware that to coordinate and assess the implementation of an effective testing program within the institution requires a long range plan which is both on-going and comprehensive. The proposed program will be a major step in this undertaking.

Contact:
Dean Ewaugh F. Fields
University College
University of the District of Columbia
425 2nd Street, N.W.
Washington, D.C. 20001
(202) 727-2808

Boston

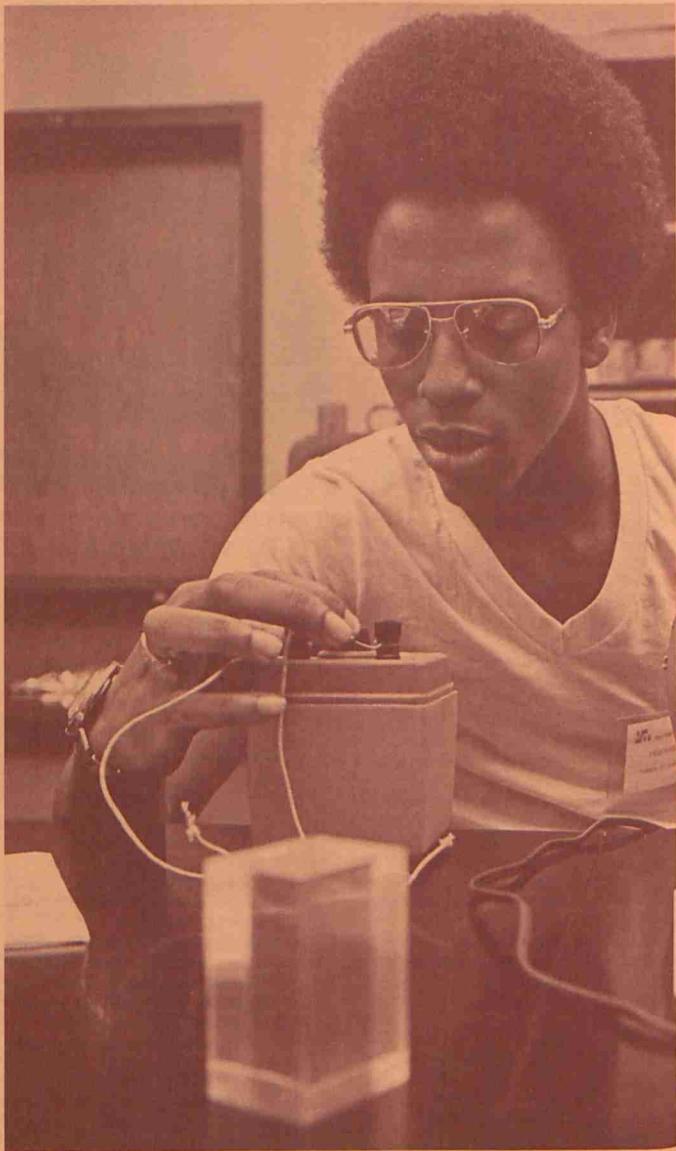
SIX COOPERATING TO REACH NEW STUDENTS

In the spring of 1978, the six institutions of public higher education in Boston joined together to ask how they could improve access to postsecondary education for urban residents traditionally underserved or neglected by colleges and universities. This question was central to the urban mission of Roxbury Community College, Bunker Hill Community College, Massachusetts Bay Community College, Boston State College, Massachusetts College of Art, and the University of Massachusetts at Boston.

Two major factors concerned the six institutions. First, a majority of the city high schools in Boston and the metropolitan area send fewer than 20 per cent of their graduates on to higher education. Efforts by admissions staff have been effective in reaching individual students, but ineffective in reversing this larger trend. At the same time, the six are receiving increasing numbers of applications from urban adults in their twenties and thirties interested in returning to school for an associate or baccalaureate degree. These adult students pose new questions, and require new approaches and services.

Discussions of access for urban high school students and adults quickly lead to issues of retention and mobility. Improved access would mean little if urban students could not remain in two and four-year degree programs. The six institutions also realized that students often change their educational interests or career plans after they have been admitted to a program or college. Improved mobility would be important to assist these students in entering the program best suited for their educational needs and plans.

The six institutions agreed that they could best address these concerns through joint action. David Knapp, president of the University of Massachusetts, expressed the view of the presidents and chancellors when he said: "We think we can meet these goals best by cooperating, not competing. To a degree, we compete against each other for support and for potential students. Yet our six institutions have substantially different missions and goals. So we think it will be beneficial to both our institutions and our potential students if we cooperate in recruitment and counseling,



plan programs so as to avoid unnecessary duplication, and make it easier for students to transfer from one institution to another."

The Boston Six's programmatic plans involve a balance of services for high school students and adult learners. High on the list are efforts to increase public awareness of postsecondary opportunities, financial aid, and admission policies and procedures. Admissions and financial aid staff from the six institutions have targeted the high schools in Boston as the starting point for a broad public information campaign. After meeting with public school guidance counselors, they have mapped out a program of in-school and community-based seminars for students and parents to inform them of educational opportunities within The Boston Six and to help them plan for postsecondary education. These activities will begin on a pilot basis with juniors in the spring of this year, and will expand during the 1979-1980 school year. The six institutions also will experiment with programs to bring parents and students on to the six campuses to become familiar with the diversity of educational programs available within The Boston Six. A joint educational information center, a mobile admissions and financial aid information unit, and public information through the local media will help The Boston Six disseminate information on the widest possible scale.

To assist adults who are rethinking their career and educational plans, The Boston Six will sponsor a program of short-term career and educational counseling. Several member institutions already offer campus based discussion groups for returning adults. The new program will extend these services into the various low-income communities in the metropolitan area to reach out to targeted groups of adults. Individuals completing high school equivalency programs, housewives reentering the work force, and adults in short-term training programs are some of the persons who would be reached by this effort.

The Boston Six will develop a series of pilot programs with public school systems and community educational agencies to complete its program of improving access. Community educators, inside and outside of public school systems, have many valuable insights into the barriers blocking youth and adults from higher education. The Boston Six will strengthen its member institutions' on-going dialogue with these community educators, and help them identify areas for collaborative action. One possible outcome is a network of "educational ambassadors" who act as infor-

mation sources for adults and youth in local settings.

The Boston Six program represents a new level of cooperation among its member institutions. Already almost 50 staff persons from the six institutions are working together on a regular basis on a variety of projects and planning efforts. Within the next few months, The Boston Six will establish a new admissions referral system linking the admissions offices in each of the institutions. The referral system will provide counselors with comprehensive information about programs, costs, admissions criteria, and support services at their sister institutions for the first time. It will allow them to help applicants find the program and institution best suited to their educational plans and needs within The Bos-

ton Six.

Plans call for cooperation to extend far beyond this level. Soon a task force of academic deans and other senior staff will look at the potential for a common admissions application, a dual admissions system, cross registration among the six institutions, inter-institutional certificate programs, shared approaches to skill remediation, and other opportunities for cooperation in academic programs and services.

Contact:

Mr. Neil Didrickson
Executive Secretary
The Boston Six
250 Stuart Street
Boston, Massachusetts 02116
(617) 482-8400





Jersey City REDESIGNING CURRICULA TO INCLUDE BASIC SKILLS

Hudson County, New Jersey, has the highest foreign-born population of any county in the United States and increasing numbers of students from these ethnic groups are enrolling in three colleges in the county. Students include Cubans, Egyptians, Koreans, Greeks, Vietnamese, Indians, and South Americans.

The three institutions are Hudson County Community College, Jersey City State College and St. Peter's College, a private school. They accommodate virtually all of the county's residents who have a high school diploma or its equivalent. Despite refinement of basic skills programs and courses devoted to teaching reading, writing, and mathematics at all three institutions, teaching techniques have not kept pace with the lowering preparation levels of inexperienced students. Many students come to the colleges with skills that are so undeveloped that even remedial courses taken over a period of three semesters do not sufficiently enable them to perform well in traditional courses.

With support from a \$115,000 Ford Foundation grant, the three colleges will collaborate on a one-year project of faculty development in an attempt to help students improve and, most importantly, to maintain their basic skills as they learn them through reinforcement in all academic courses. A fourth local institution, Stevens Institute of Technology, will play a supportive role by furnishing consultants in mathematics proficiency.

The major activity of the project will be a series of workshops and seminars to sensitize and train a cadre of faculty to integrate basic skills instruction into the regular curriculum. At Jersey City State College, 12-15 faculty will be involved in a year-long effort to redesign some 20 courses to include basic skills. A similar program at Hudson County Community College is planned to attract 10 faculty members, and six to eight faculty will work on the program at St. Peter's College.

In describing the need for the project, the colleges characterized their nontraditional students as commuters "whose environment has neither demanded nor cultivated their capacity to read, write, and compute." The three colleges agree that they must offer "an alter-

native environment which counters the pressures of the students' living conditions by requiring and teaching the basic skills in every course."

"Reinforcement of the skills developed in skills courses is a necessity, not an option," they stated, adding that "this is particularly true when we realize that skills which are not practiced will be lost."

The various tasks of the project will be planned, coordinated, and evaluated through Faculty Service Centers on the three campuses. The Centers will compile extensive academic and general profiles on all entering students to help faculty members better understand each student's life situation and the academic work each may need to succeed in college and a career.

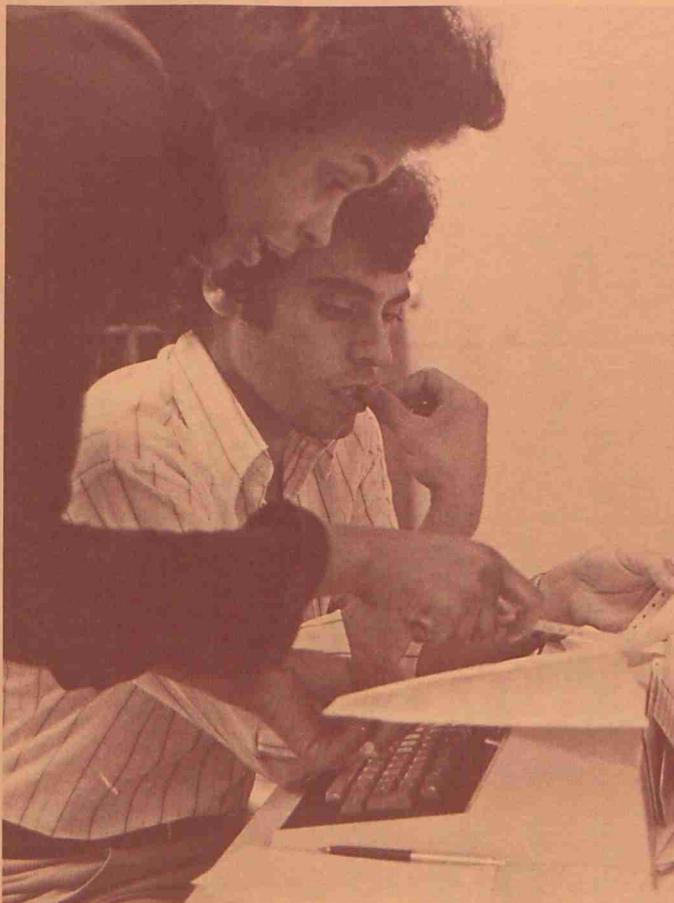
The Centers will conduct the faculty workshops and seminars, dealing with a broad range of curriculum matters. Topics will include practical strategies for helping low skills students. Typical subjects will be blocks to reading textbooks and how to teach the secondary source research paper. Other workshops will center on discussions of the state of the art of skills reinforcement by outside consultants and the uses of auxiliary support services like psychological counseling and testing for learning disabilities.

Departmental seminars will be held to discuss the institutions' goals for bringing basic skills teaching into all classrooms and the implications for courses offered by the department. Participants, for example, might consider which general reinforcement techniques could be incorporated into most courses in the discipline.

The workshops and seminars will also be used to bring together faculty from several departments at an institution and from similar departments from all three institutions. Inter-campus consultation, collaboration, and coordination will be developed through a Committee of Directors of the Faculty Service Centers.

On each campus the Faculty Service Center staff will include a faculty member from the departments of English, mathematics, and reading. These advisors to the faculty will receive released time to work with colleagues who are interested in changing their courses to meet the needs of nontraditional students.

The joint purpose of the three colleges is to determine whether they can create a common process for faculty change and then implement that process to provide for the needs of the nontraditional student.



Hartford BILINGUAL EXPANSION TO AID HISPANICS

A \$104,000 grant from the Ford Foundation will enable three urban institutions in Hartford, Connecticut, to jointly establish a personalized bilingual education and counseling program to aid the community's growing Hispanic population.

Hartford represents the typical aging American city in microcosm. Although it is a small city (population 158,000), it has many of the problems and challenges facing every major urban center in the country. The symptoms are familiar: upper-income families moving to the suburbs, loss of center city jobs, a weakening revenue base, increased demand for services, and a rising minority population. Despite an aggressive redevelopment plan that encompasses education, business, and civic ventures, many of Hartford's problems persist.

One element of the challenge to the education community has been the steady increase of Spanish surnamed pupils in the public schools. While the number of black public school students has hovered around 50 per cent of the total during the past decade, the Hispanic enrollment has risen from 13 to 32 per cent. Most Hispanics are from families who arrived in the area as migrant agricultural workers and who chose or were forced by economic reasons to settle there.

By every statistical indicator there is a strong need among Hispanic students—high school graduates and adults—for expanded supportive help in basic skills, especially English. The need is equally apparent for college entrance, personal, and career counseling. For instance, of the total full-time undergraduate enrollment of 5,243 at the three cooperating institutions for the 1978-79 academic year, only 100 were Hispanic. There were also a disproportionately low 250 part-time Hispanic students. Past experience suggests that at least 50 per cent could benefit by specialized assistance.

The three institutions which formed the Hartford Higher Education Collaborative are the University of Hartford, a private institution, the Greater Hartford Community College, and Hartford State Technical College, both two-year public institutions. All have a firm commitment to the city and its bilingual/multi-cultural population. All have a

A final conference and a report on successful outcomes, problems, and further steps are planned for December, 1979.

If the project is successful, it is expected that faculty members who respond to the outreach effort will acquire:

- Changed perceptions and attitudes toward the new students.
- Altered perspectives on teaching the new students.
- A repertoire of new skills and techniques in

planning and teaching that will enable them to reinforce the work of the basic skills faculty.

Contact:

Dr. Robert Latzer
Department of English
Jersey City State College
2039 Kennedy Boulevard
Jersey City, New Jersey 07305
(201) 547-3328

Network Advisory Panel: Milton Bins, Senior Associate for Policy and Program Development with the Council of the Great City Schools; Samuel Convisser, Staff Vice President of the RCA Corporation; Harvey Garn, Director of Urban Development and Process Research with The Urban Institute; Michael Goldstein, Attorney; Arnold Goldman, Chancellor of the University of Missouri at St. Louis; Carl Holman, President of The National Urban Coalition; Sister Dorothy Ann Kelly, President of the College of New Rochelle;

Regina Kyle, Director of Program Development for the Association of American Colleges; Lucille Maurer, Delegate to the Maryland State Legislature; Ernest Morial, Mayor of the City of New Orleans; Daniel Perlman, Dean of Administrative Services for Roosevelt University in Chicago; Herbert Sufman, Chancellor of the San Francisco Community College District; Jose Vazquez, Associate Professor of Education at Hunter College in New York City; and Ronald Williams, President of Northeastern Illinois University in Chicago.

record of participation in bilingual programs, both with each other and with other agencies and organizations.

The keystone of the joint program will be a Learning Skills/Resource Center on the University of Hartford campus. It will be located in the building which houses the College of Education and Allied Services. The Center will provide multiple services focusing on the needs of Hispanic men and women of all ages who are either potential students or are enrolled at the member colleges. The thrust of the program is on helping Hispanics enter and successfully complete college.

The program is expected to accommodate 175 to 200 students. They may simply walk in or be referred by high school and college personnel, government agencies, and community organizations.

The two main services of the Center will be learning skills development and guidance counseling. Instruction and counseling may take place at any of the three institutions. Their collective variety of bilingual resources and programs will be available to all students.

A typical student requesting the Center's services will begin with a comprehensive, individualized assessment of needs and emerge

with a personal plan for upgrading skills and an equally individualized approach to counseling.

The initial assessment might include a conference with the Center staff, followed by a review of the student's academic records and diagnostic tests to determine strengths and weaknesses in certain skills.

A customized plan for learning development might recommend one or more of the following: an English as a Second Language class, math tutorial, small group English reading, oral and written English tutorial, study skills sessions, and others.

In counseling the Center is prepared to help with such problems as financing college costs, clarifying career goals, securing part-time employment, and other concerns common to many college students.

The Center will be staffed by Spanish-speaking specialists in the service areas. Graduate students and faculty and staff from the participating institutions will provide additional support.

The program leadership anticipates the program will result in several short-term outcomes, including:

- an improved recruitment program of Hispanic high school students and adults for member institutions, and
- increased assistance to Hispanic college students in English, the basic skills, and counseling.

Long term they look for an increase in Hispanic college graduates at all degree levels; improved employment opportunities and leadership roles for Hispanics in the community; and the development of techniques and procedures to strengthen and extend bilingual education that can be adopted by other higher education institutions.

According to its proposal, the collaborative group sees academic success rather than survival as the objective. "The students have the potential and the Center will provide the resources," they said. "Together success will be achieved."

Contact:
Dean Irving S. Starr
College of Education
University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117
(203) 243-4100



Ask Mr. Clark
about Dept. of
Ecology Project
Appropriation fund.

Put fund in mail
to Virginia on 5/24.

May 30, 1979

Mr. Kurt B. Smith
Special Projects Coordinator
American Association of State
Colleges and Universities
One Dupont Circle, Suite 700
Washington, DC 20036

Dear Mr. Smith:

Enclosed you will find the sets of detailed material that you requested pertaining to various programs in our Learning Assistance Center, Counseling Center, and our developmental and remedial courses in English and Mathematics.

I look forward to reading more about the project and about some of the efforts being made across the country to assist urban poor, minority, and disadvantaged students succeeding in higher education.

Sincerely,

Nash N. Winstead
Provost

NNW:LMC:CW
Encs.

urban college and university network

a project of

the american association of state colleges and universities/1 dupont circle/suite 700/washington, dc 20036
assisted by the ford foundation

PROGRAM INFORMATION FORM

for reporting on successful or promising efforts to assist urban poor, minority, and disadvantaged students to succeed in higher education

Answers to the following questions will aid our understanding of the operation and impact of the program. The term "program" refers to any planned activity, service, course, curriculum, or practice of the college or university. Please respond to all questions. Our previous efforts to collect program information have demonstrated that forming concise responses results in a more effective description than simply excerpting from already-prepared program documents. However, one or two word responses often leave the reader with an incomplete impression of the program. Additional sheets may be attached as necessary. Program brochures or other descriptive materials are welcome as supplements to the information provided on this form.

1. What is the formal name of the program (please spell out acronyms)?

Remedial English Program

2. Please describe the major features and essential operations of the program.

The program includes the following courses:

- a. ENGLISH 110, Developmental English, a course below the freshman English level (3 lecture periods per week and 1 lab period per week; 3 hours credit not to be counted toward graduation.)
- b. ENGLISH 111-R, Composition and Rhetoric, a special section of the first-semester freshman English course required of all students for graduation. (3 lecture periods per week in classes limited to no more than 12 students each.)
- c. ENGLISH 200, Composition Laboratory, a noncredit course in composition designed for upperclassmen who are referred by their instructors to the laboratory because of deficiencies in writing.
- d. The program also includes a weekly two-hour tutorial session open to any students, but primarily freshmen, who need help in writing. This is a noncredit course operated by undergraduate English majors under the supervision of the Director of Freshman English.

ENG 110: 1 yr. ENG 200: 12 yrs.
 ENG 111R: 2 yrs. Tutorial: 8 yrs.

3. How long has the program been in operation? _____
4. How many students are being served by the program during the current academic year?
 ENG 110: 100 ENG 200: 20
 ENG 111R: 150 Tutorial: 200
5. How many faculty and/or professional staff are assigned to the program:
 a. How many on a full-time basis? No one full time, but the faculty involvement amounts to five faculty positions.
 110: 10 200: 1
 b. How many on a part-time basis? 111R: 10 Tutorial: 1
6. How many students work in the program:
 a. How many are volunteers? _____
 b. How many are paid? Tutorial: 6
 c. If students receive academic credit for working in the program, on what basis is academic credit awarded?
 None

7. What is the annual budget of the program during the current academic year:
 a. How much for staff salaries? \$75,000. _____
 b. How much for expenses? \$ _____
8. What are the sources (institutional operating budget, special state appropriation, federal contract/grant, foundation grant, etc.) of funds that support the program?
- | | | |
|-----------------------------------|-------|---|
| 1. Institutional operating budget | 100 | % |
| 2. _____ | _____ | % |
| 3. _____ | _____ | % |
| 4. _____ | _____ | % |
| TOTAL | 100 | % |
9. What resources (people, services, facilities, etc.) must be drawn from outside the program (from within the institution or from the community) in order to operate effectively?
 None

North Carolina State University
Name of Institution/State

10. What specific conditions led to the initiation of this program?

English 200, Composition Laboratory, was initiated to provide specialized training for advanced undergraduates referred to the English Department by outside departments because of serious composition deficiencies. English 111R was initiated when it became evident to instructors that a substantial number of students were ill-prepared for college composition but that many of these students could succeed with extra help. After one year, the instructors of English 111R recommended that a more basic course be developed for students who were clearly not ready for college composition. Students are placed into these two courses on the basis of the Predicted Grade in English scores, which are provided by the Admissions Office. In letter-grade terms, students predicting D- and below are placed into English 110; students predicting D are placed into 111R.

11. What were the initial objectives specified for the program?

The objective for English 200 was to remedy specific problems of mechanics, spelling, sentence structure, and organization in the writing of upperclassmen referred to the program by their instructors. The objective for English 110 was to provide a few skills in sentence structure, mechanics, spelling, and simple paragraph-writing, and, especially, to provide practice in writing, to prepare students for a college composition course. The objective for English 111R was to provide sufficient individualized instruction so that the students might by the end of the semester succeed by the standards of the regular English 111 courses.

12. If the objectives have changed, what are they now?

The objectives have not changed.

13. What methods have been employed to evaluate the program?

The University is providing a statistical analysis of the academic progress of the students in English 110 and English 111R. The results are inconclusive because the program for English 111R is only two years old and the English 110 only one year. Evaluation of English 200 is primarily by word-of-mouth approval from instructors who send their students for remediation.

14. What are the apparent strengths of the program?

The main strength of all the remedial programs is that we give more individualized instruction to students who need special help.

15. In what specific areas are efforts underway to improve the program?

All aspects of the program are under continuous evaluation and modifications are made as necessary each academic year.

16. What is the likelihood that the program will be continued in the foreseeable future? Under what circumstances would it be continued?

It will be continued.

Larry S. Champion

Respondent's name

Head, Department of English, NCSU

Title

919-737-2462

Telephone number

Please return this form to:

Kurt B. Smith
 Special Projects Coordinator
 American Association of State
 Colleges and Universities
 One Dupont Circle, Suite 700
 Washington, D.C. 20036

urban college and university network

a project of

the american association of state colleges and universities/1 dupont circle/suite 700/washington, dc 20036
assisted by the ford foundation

PROGRAM INFORMATION FORM

for reporting on successful or promising efforts to assist urban poor, minority, and disadvantaged students to succeed in higher education

Answers to the following questions will aid our understanding of the operation and impact of the program. The term "program" refers to any planned activity, service, course, curriculum, or practice of the college or university. Please respond to all questions. Our previous efforts to collect program information have demonstrated that forming concise responses results in a more effective description than simply excerpting from already-prepared program documents. However, one or two word responses often leave the reader with an incomplete impression of the program. Additional sheets may be attached as necessary. Program brochures or other descriptive materials are welcome as supplements to the information provided on this form.

1. What is the formal name of the program (please spell out acronyms)?

There is no formal name.

2. Please describe the major features and essential operations of the program.

The Mathematics Department at North Carolina State University has designed a special mathematics course (MA 115R) for entering freshmen with low predicted grade point averages in mathematics. Entering freshmen with low predicted grade point averages are identified during the summer and are advised that they should preregister for MA 115R in the fall.

3. How long has the program been in operation? 1 year
4. How many students are being served by the program during the current academic year? 75 (approximately)
5. How many faculty and/or professional staff are assigned to the program:
- How many on a full-time basis? _____
 - How many on a part-time basis? 2
6. How many students work in the program:
- How many are volunteers? 0
 - How many are paid? 0
 - If students receive academic credit for working in the program, on what basis is academic credit awarded?
Credit hours are awarded contingent upon successfully completing the
course. Credit toward graduation is not given.
7. What is the annual budget of the program during the current academic year:
- How much for staff salaries? \$ Faculty teach this course as part of
their regular teaching load.
 - How much for expenses? \$ _____
8. What are the sources (institutional operating budget, special state appropriation, federal contract/grant, foundation grant, etc.) of funds that support the program?
- | | |
|--|-------------|
| 1. <u>Institutional operating budget</u> | <u>100%</u> |
| 2. _____ | _____ % |
| 3. _____ | _____ % |
| 4. _____ | _____ % |
| TOTAL | 100% |
9. What resources (people, services, facilities, etc.) must be drawn from outside the program (from within the institution or from the community) in order to operate effectively?

None

10. What specific conditions led to the initiation of this program?

An awareness that many entering freshmen did not have the necessary skills to successfully complete college level mathematics courses.

11. What were the initial objectives specified for the program?

The initial objective was to increase the students skill level so that the student could successfully complete college level mathematics courses.

12. If the objectives have changed, what are they now?

13. What methods have been employed to evaluate the program?

Efforts are underway to determine the grade each student made on the mathematics course taken subsequent to MA 115R.

14. What are the apparent strengths of the program?

The extra time that is devoted to these students.

15. In what specific areas are efforts underway to improve the program?

- a. Plans are underway to produce a videotape on each topic that is taught.
- b. Computer assisted instruction is being developed for each topic.

16. What is the likelihood that the program will be continued in the foreseeable future? Under what circumstances would it be continued?

The Mathematics Department plans to continue to offer this course.

Robert G. Savage
Respondent's name

Associate Professor
Title

737-3157
Telephone number

Please return this form to:

Kurt B. Smith
Special Projects Coordinator
American Association of State
Colleges and Universities
One Dupont Circle, Suite 700
Washington, D.C. 20036

urban college and university network

a project of

the american association of state colleges and universities/1 dupont circle/suite 700/washington, dc 20036
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1. What is the formal name of the program (please spell out acronyms)?

Learning Assistance Center (LAC)

2. Please describe the major features and essential operations of the program.

The LAC provides various academic support services for students at North Carolina State University (NCSU). One popular feature is the peer tutoring program - competent students helping other students in problem areas.

The LAC also offers a Basic Algebra program on videotape to serve as a refresher or review course. Another math program is the Basic Math. These math programs may be supplemented by the many resource books located in the LAC.

The LAC has several Effective Reading courses designed to increase speed as well as comprehension in reading.

The LAC has recently purchased some excellent programs to aid with problems in English grammar, composition, and spelling.

Available also are the series of 16 study skills handouts with topics for general help in studying, such as Organizing Time, Instant Study Skills, and How to Prepare for an Exam.

Until the number of requests makes it impossible, participation in any of the above programs is voluntary, and all programs except the peer tutoring are available to prospective students at NCSU as well as those who are enrolled. Our target group, however, are freshmen or transfer students whose grade point averages are 2.0 or below.

- 6c. Graduate students using the LAC for practicum related to a course are the only ones receiving credit. Two graduate students in Counselor Education will be at the LAC this summer.

Learning Assistance Center
North Carolina State University
Name of Institution/State

10. What specific conditions led to the initiation of this program?

Funds were no longer available to continue an adult learning center so with cooperation between the School of Education and Student Affairs, the LAC was established.

11. What were the initial objectives specified for the program?

The main objective set forth for the LAC was to become a well-established, thoroughly accepted, fully utilized, and indispensable adjunct to the academic scene at NCSU. Other objectives were: to provide more encompassing services for blind, deaf, and otherwise handicapped students; to develop and initiate a peer counseling system and a peer tutoring training program; to develop a comprehensive collection of learning assistance materials and equipment; to submit proposals for funding based on a needs assessment of educational services and programs and the function of the LAC; and to continuously evaluate the LAC progress in meeting the needs of prospective and enrolled students.

12. If the objectives have changed, what are they now?

Have not changed

13. What methods have been employed to evaluate the program?

Students involved in the peer tutoring program (tutors and tutees) complete an LAC evaluation sheet at the end of each semester. This spring, tutees participated in an evaluatory interview. Also, November 1978, the social security numbers of 265 students who requested assistance at the LAC were coded by the Data Processing Center at NCSU in an effort to learn more about the students whom we serve.

14. What are the apparent strengths of the program?

The LACC offers services to students which are not duplicated elsewhere on campus, that is, free one-to-one peer tutoring, to any student enrolled at NCSU. Other programs at the LAC are available to non-students, as well as to those who are enrolled.

The LAC seems to be reaching its target group of freshmen and transfer students, as demonstrated by the November computer coding.

During the Spring '79 interview with students receiving tutorial assistance, a large majority responded that their grades and understanding had improved significantly as a result of being tutored.

Students can diagnose their learning skills and remediate them through self-instructional programs.

15. In what specific areas are efforts underway to improve the program?

A program is currently being developed to train tutors. Students who participate in this program will be well qualified to work as a tutor in the LAC as well as any other center on campus which employs tutors.

Also, funds have been granted by the Provost's office for development of a videotape mini-course to teach study skills.

This summer a 3 day pilot study skills program for entering freshmen will be offered: "First Aid for Succeeding at NCSU".

16. What is the likelihood that the program will be continued in the foreseeable future? Under what circumstances would it be continued?

There is every indication that the LAC will remain a viable part of NCSU. The LAC would be discontinued due to insufficient funds.

Brenda Foster Allen
Respondent's name

Coordinator, LAC
Title

(919) 737-3163
Telephone number

Please return this form to:

Kurt B. Smith
Special Projects Coordinator
American Association of State
Colleges and Universities
One Dupont Circle, Suite 700
Washington, D.C. 20036

LEARNING ASSISTANCE CENTER
PROFILE OF STUDENTS REQUESTING ASSISTANCE

STUDENT PROFILE	FALL '76	SPRING '77	FALL '77	SPRING '78	FALL '78	SPRING '79	TOTAL
<u>Academic Areas</u>							
Math	131	42	88	57	151	70	539
Chemistry	0	15	39	19	71	48	192
Effective Reading	35	26	34	46	16	24	181
Physics	15	4	17	21	24	24	105
English	15	8	21	9	17	24	94
*Study Skills	na	na	33	29	8	21	91
Statistics	11	11	14	7	10	4	57
Other	21	14	24	14	48	40	161
TOTAL REQUESTS	228	120	270	202	345	255	1420

Classification

Freshman	83	32	77	55	134	81	462
Sophomore	49	25	52	43	92	51	312
Junior	33	19	29	21	45	30	177
Special Student	41	18	30	12	25	20	146
Senior	12	9	9	17	20	20	87
Graduate	10	9	17	5	10	6	57
TOTAL STUDENTS	228	112	214	153	326	208	1241

Academic Schools

Humanities	45	37	67	50	92	48	339
Engineering	31	14	49	46	69	51	260
Ag. - Life Sci.	28	15	37	17	57	30	184
Phys.- Math. Sci.	11	9	9	19	22	21	91
Textiles	5	4	10	6	17	8	50
Forest Res.	14	2	10	4	12	6	48
**Education	na	na	na	na	24	20	44
Design	4	5	2	0	8	3	22

Each student who participates in LAC programming is asked to complete our Student Information Sheet. This profile summarizes information from these sheets. Many students request help in more than one academic area.

*No records were kept of study skills requests for Fall '76 and Spring '77.

*Requests from the School of Education were included with those from the School of Humanities and Social Sciences from Fall '76 through Spring '78.

LEARNING ASSISTANCE



FOR NORTH CAROLINA STATE UNIVERSITY STUDENTS

AVAILABLE FOR YOU ARE PROGRAMS THAT

PROVIDE PEER TUTORING: Another student who has shown competency in a subject that you may find difficult will help you at no charge.

DIAGNOSE LEARNING SKILLS: Math, science, reading rate and comprehension, English expression, and vocabulary tests help measure your competence in a variety of skills.

BUILD ACADEMIC SKILLS: Time scheduling, study tips, taking examinations, writing papers, taking lecture notes, and remembering are included.

PROVIDE SPEED LEARNING: Reduce reading backlogs, frustration, and delays in information processing by increasing your reading rate and comprehension (speed reading).

TEACH: Review at your own rate high school or college languages, natural sciences, math, and social sciences. Some subjects are taught through a multi-media approach.

MAKE REFERRALS: You may be referred to other centers, departments or individuals for specialized assistance.

Visit the Learning Assistance Center, 420 Poe Hall, N.C. State University or call 737-3163

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 8, 1979

MEMORANDUM

TO: M. Lee Salter
Robert G. Savage
Larry S. Champion

Returned 5/11/79 with one copy

Robert K. White
Brenda F. Allen

FROM: Lawrence M. Clark
Assistant Provost

LM Clark

SUBJECT: AASCU -- Program Information Form

In November of 1978, the University informed the American Association of State Colleges and Universities of its various programs to assist urban poor, minority and disadvantaged students to succeed in higher education. We are planning to participate in the publication Connections which will prepare a series of special focus reports on programs and problems of urban colleges and universities.

At this point in time, Connections would like additional information with regard to those areas identified on the attached sheet. Would you please fill out the attached Program Information Form for your area and return to me by May 20, 1979. Further information is given on the enclosed material from AASCU.

CW
Attachments



WASHU

April 1979

Dear Colleague:

In November we contacted the chief executive officers of nearly 1100 higher educational institutions to ascertain their interest in an information sharing network of urban colleges and universities. At that time we also requested they identify some of their successful or promising efforts to aid their communities' poor, minority, or disadvantaged students to enter and succeed in higher education. Perhaps you already have received from your president or chancellor the materials we sent in November, and are aware that you have been designated as our contact for more detailed information about the efforts identified at that time.

As you may know, we will utilize information provided by participating campuses to prepare a series of special focus reports on programs and problems of urban colleges and universities. The enclosed first issue of Connections, the network publication, describes our efforts to organize an information sharing network.

My purpose in contacting you at this time is to request more detailed information on those efforts identified earlier by your president or chancellor. Enclosed is a photocopy of the page from the November survey on which specific programmatic efforts on your campus were noted. Information need not be provided on all programs identified. At this time only the following types of programs are of interest:

- Recruitment, admission, and orientation of new urban students
- Basic, remedial or developmental studies
- Student advisement and counseling
- Linking higher education and work

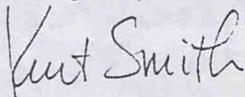
Your president or chancellor may have identified some of these types of programs. Please use the enclosed forms to report on them. If you know of successful or promising efforts on campus that were overlooked, please report on those also.

Page Two

Information you provide on each of the programs will be reviewed by project staff and consultants. Subsequent campus visits may be scheduled. Some of the most promising efforts across the country will be featured in forthcoming issues of Connections. Therefore, your candid report of the programs on your campus will aid our search.

Should you have any questions concerning the project in general or this phase of information gathering, please do not hesitate to contact me.

Best regards,

A handwritten signature in cursive script that reads "Kurt Smith".

Kurt B. Smith
Special Projects Coordinator

KBS/klb

encs.

P.S. I would appreciate having the completed information forms by May 30th.

urban college and university network

a project of

the american association of state colleges and universities/1 dupont circle/suite 700/washington, dc 20036
assisted by the ford foundation

PROGRAM INFORMATION FORM

for reporting on successful or promising efforts to assist urban poor, minority, and disadvantaged students to succeed in higher education

Answers to the following questions will aid our understanding of the operation and impact of the program. The term "program" refers to any planned activity, service, course, curriculum, or practice of the college or university. Please respond to all questions. Our previous efforts to collect program information have demonstrated that forming concise responses results in a more effective description than simply excerpting from already-prepared program documents. However, one or two word responses often leave the reader with an incomplete impression of the program. Additional sheets may be attached as necessary. Program brochures or other descriptive materials are welcome as supplements to the information provided on this form.

1. What is the formal name of the program (please spell out acronyms)?

North Carolina State University - Counseling Center

2. Please describe the major features and essential operations of the program.

Full service counseling including academic advising, vocational testing, personal counseling (individual and in groups), learning assistance and out-reach programs, and consultation with faculty, staff, and students in the university community.

3. How long has the program been in operation? Post World War II
4. How many students are being served by the program during the current academic year? 2500
5. How many faculty and/or professional staff are assigned to the program:
- How many on a full-time basis? 9
 - How many on a part-time basis? 2
6. How many students work in the program:
- How many are volunteers? 2
 - How many are paid? 2
 - If students receive academic credit for working in the program, on what basis is academic credit awarded?
Interns work in the program in numbers that vary from year to year.
-
7. What is the annual budget of the program during the current academic year:
- How much for staff salaries? \$ 180,000
 - How much for expenses? \$ 16,000
8. What are the sources (institutional operating budget, special state appropriation, federal contract/grant, foundation grant, etc.) of funds that support the program?
- | | |
|-------------------------------|--------------|
| 1. <u>State appropriation</u> | <u>100</u> % |
| 2. _____ | _____ % |
| 3. _____ | _____ % |
| 4. _____ | _____ % |
| TOTAL | 100% |
9. What resources (people, services, facilities, etc.) must be drawn from outside the program (from within the institution or from the community) in order to operate effectively?

None.

10. What specific conditions led to the initiation of this program?

Student needs for academic counseling, vocational testing and psychological services.

11. What were the initial objectives specified for the program?

Same as above.

12. If the objectives have changed, what are they now?

The Counseling Center is developing a rapidly increasing role in the areas of para-professional training, peer counseling, learning assistance programs and consultation with faculty and staff on administrative and academic policies and procedures.

13. What methods have been employed to evaluate the program?

A combination of demographical data, student evaluation of services, administrative evaluation of performance objectives of staff and staff evaluation of administration are all involved in synthesizing a yearly self-study.

14. What are the apparent strengths of the program?

The strength of the program appears to be in the appeal of our services to the total range type of students at N. C. State University and the regard in which it is held by the faculty and administration. This is primarily attributed to the professionalism and versatility of the Counseling Center staff.

15. In what specific areas are efforts underway to improve the program?

1. A total review of intake and record keeping evaluation has recently been completed.
2. A flexible but comprehensive system of in-service training and evaluation is being instituted.
3. Specific in-staff training programs and out-reach programs are being included to insure adequate understanding of minority student problems and adequate services to meet their needs.
4. We are beginning to undertake a more comprehensive peer education program in the areas of leadership, academic related skills, and psychoeducational skills.

16. What is the likelihood that the program will be continued in the foreseeable future? Under what circumstances would it be continued?

Excellent.

M. Lee Salter
Respondent's name M. Lee Salter

Director of Counseling
Title

737-2423
Telephone number

Please return this form to:

Kurt B. Smith
Special Projects Coordinator
American Association of State
Colleges and Universities
One Dupont Circle, Suite 700
Washington, D.C. 20036