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ABSTRACT

In its initial years of operation the College Discovery Program (CDP) has demonstrated the feasibility of providing higher education at the university level to underprivileged and educationally deprived youths. Minority group enrollment constituted approximately four-fifths of the total population of CDP students, while fewer than one-fifth of the regularly matriculated City University students were from comparable deprived groups. Of the first two entering classes, 202 CDP students obtained their degrees at community colleges by January, 1968; most of these students (178) eventually went on to senior colleges. Even for students not earning degrees, research data suggests other personal gains result from exposure to college experience; data indicated that the majority of CDP participants were committed to the goal of higher education and had positive attitudes toward college. Many of the students who left the program resumed their education or expected to resume it at a later date. Finally, exposure to the CDP experience increased the possibility that students will transmit positive attitudes toward higher education to their families, to the communities from which they came, and to the general public. (Authors/JM)

THE COLLEGE DISCOVERY PROGRAM: A SYNTHESIS OF RESEARCH

by

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I N T R O D U C T I O N

The College Discovery Program (CDP) was the first special program of the City University of New York designed to provide higher education for students from underprivileged families. Begun in 1964 with 231 students at two community colleges, the program has come to serve over 1700 students in five community colleges in the four years since its inception.

The program has four components: Enrollment in courses for matriculated students; remedial services to students to make up for the deficiencies of previous education; personal services such as counseling and therapy to assist with personal and family problems; and a research and evaluation unit to measure the effectiveness of the program.

This pamphlet is a summary of three reports from the research and evaluation unit. Sections I and II were derived from CHARACTERISTICS OF THE COLLEGE DISCOVERY PROGRAM STUDENTS: 1964 - 1967. Section I describes program goals, student selection and assignment of students to community colleges. Section II reports salient findings on character-

istics of students in the program, such as ethnic and sex distribution of entering students in the total population, in each entering class, and in each community college; student performance in high school; rate of graduation from the College Discovery Program; and characteristics of graduates and their subsequent performances in senior colleges.

Section III is a summary of A FOLLOW-UP STUDY OF THE EXPERIENCES AND REACTIONS OF THE STUDENTS IN THE FIRST ENTERING CLASS OF THE COLLEGE DISCOVERY PROGRAM. It deals with the students' perceptions of the program; their reactions to the college experience; and the academic and/or working status of students who left the program.

Section IV presents case material on selected students initially reported in A BRIEF DESCRIPTION OF A REPRESENTATIVE SELECTION OF COLLEGE DISCOVERY PROGRAM STUDENTS.

This pamphlet concludes with some recommendations for program improvement.

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In addition to counting the number of its graduates, there are other goals which must be considered in evaluating CDP, i.e., goals which are especially appropriate to this population. What must be borne in mind when evaluating CDP is that the students who entered would almost certainly not have been admitted to college had it not been for this special program. Even for students not earning degrees, research data suggests other personal gains result from exposure to college experience. For example, our data indicated that the majority of CDP parti-

cipants were committed to the goal of higher education and had positive attitudes toward college. Many of the students who left the program resumed their education or expected to resume it at a later date. Finally, exposure to the CDP experience increased the possibility that students will transmit positive attitudes toward higher education to their families, to the communities from which they came and to the general public.

GOALS AND OBJECTIVES OF THE CITY UNIVERSITY OF NEW YORK

"The City University of New York aims at meeting the need for publicly supported education beyond the high school through the broadest range of undergraduate, professional, community service and research programs. It has continued to be a channel for upward mobility for an ever-increasing number of intellectually gifted students of the post-high school population. It now accepts the even more challenging task of providing the same set of educational opportunities for youngsters from minority groups who have been the victims of unique and limiting cultural disabilities. In order to contribute to urban betterment and to meet urban needs the City University plans to:

--- Implement its 100% admission policy by 1975 through expansion of programs at the senior and community colleges.

--- Provide whatever compensating programs are necessary to offset the cultural and educational disabilities that burden ghetto youth and limit their potential for higher education and do so on a scale that can have meaningful impact on the minority community.

--- Develop career and professional programs in areas of critical need and especially in the allied health professions and in elementary and secondary education, emphasizing in all such programs the

'career ladder approach' that provides for continued training and upward mobility for persons who enter the field in jobs requiring low-level skills.

--- Expand community action, community service, and community development programs at all levels.

--- Encourage research activities in all disciplines and especially in areas that relate to urban problems.

--- Provide for wider student, faculty and community participation at all levls of governance.

--- Seek out new financing arrangements that will permit the University to fulfill its commitments for expanded educational opportunities for the City and the Nation."

Master Plan of the Board of Higher Education
For The City University of New York, 1968

SECTION I

THE PROGRAM

A. Program Goals

The College Discovery Program is designed to provide higher education for socially disadvantaged students of intellectual promise whose high school scholastic averages, aptitude test scores and personal finances preclude admission under regular procedures to baccalaureate programs of the City University of New York. The goal of the program is to have students complete their first two years of college work at a community college and then to transfer to a senior college to complete their baccalaureate requirements. An integral part of the program is the provision of special help to overcome some of the educational deficiencies which handicap these students in their college work. This assistance includes intensive remedial courses at the community colleges in the summer preceding entrance into regular classes and during the academic year, special counseling and financial assistance and, if necessary, tutoring during the freshman year.

The program is experimental in nature and one of the chief areas open for experimentation is admissions require-

ments. Students were not selected exclusively according to the usual criteria of grades and test scores. We are interested in investigating the relationship of numerous characteristics to success in the program. By eliminating students judged to be "poor risks" on the basis of established criteria developed for typical college-bound populations, the chance of testing the validity of these criteria as predictors of success for our atypical population would be lost. Admissions criteria were adopted that reduced emphasis on scholastic standards and increased emphasis on economic and cultural deprivation.

B. Selection of Students: 1964-1967

Selection of students was a two-step process: nominations for the program were solicited from high school principals and guidance counselors, and selections of those to be admitted were made from the nominees. The criteria used for acceptance included academic preparation and social and economic status of the family.

Each high school was allotted a minimum of two nominees. To insure the selection of students from economically deprived areas, additional nominees were allotted to certain schools based on an Index of Deprivation developed by the

Board of Education's High School Division. Other nominations were allowed if the high school had a special study center, if there was a high degree of reading retardation in the school, or if there was evidence of a low median IQ level in the school. Nominations were accepted from parochial and private schools as well as from public schools.

Nominations and evaluations from principals were accompanied by letters of recommendations from two teachers, high school transcripts, and records of tests and other activities relevant to future education. Nominees provided information primarily about family, social and economic background.

The academic criteria for acceptance into CDP changed somewhat from year to year. The basic criterion was a straightforward count of the number of high school credits earned in courses normally required for college admission. In view of the nature of the program, the academic criterion was not stringent. If an applicant came close to completing the required college admission credits, he was accepted. Those who fell far short of these requirements were rejected because it was felt that it was not feasible to make up the lack during summer remedial sessions.

The criterion for acceptance in the 1964 class was completion of at least fourteen of the sixteen high school credits required for college admission. Credits were counted regardless of grades or subjects in which deficiencies occurred. Twelve credits or fewer resulted in rejection. If an applicant had thirteen credits, grades and subject area deficiencies were taken into account; however, no applicant was eliminated on the basis of deficiencies in one subject alone. It was considered more serious if deficiencies occurred in science or mathematics than if they were in languages or social science.

In 1965, deficiencies in some subjects were considered more of a handicap than in others. The minimum academic criterion was simply the completion of at least one year of college preparatory mathematics. Thus it was possible for an applicant to be accepted with fewer than twelve credits.

The number of academic credits was again considered in 1966. Because so many vocational high school students completed only twelve or twelve and a half credits, a new minimum of twelve credits was established. Exceptions were made among those students most highly recommended by their principals (first or second choices in schools nominating

five or more candidates; third, fourth or fifth choices in schools nominating forty or more). The same academic criterion was used in 1967. Recommendations by principals of students with fewer than twelve credits were again given consideration, using a slightly more refined scale.

The economic criterion included family income and number of persons in the family. Exceptions were allowed where special conditions were operating (illness, sporadic employment, etc.). In the first two years of the program an income of $1700 per family member per year was used as a maximum cut-off point. Unless special conditions were present, no students were accepted beyond this level. In 1966 and 1967, the economic criterion was revised to take into account appropriate cost of living figures of the Budget Standard Service. Additional refinements were made in 1967 to account for ages of children in the family and additional evidence of deprivation. Five deprivation criteria were used: (1) attendance at a vocational high school or a high school allotted 36 or more nominees; (2) attendance at a special service junior high school; (3) broken home; (4) parents who did not attend high school; and (5) cultural deprivation due to birthplace, language, or ethnic group.

After academic, economic and social criteria had been met, further screening was required because more students were eligible than facilities could accommodate. Prior to 1966, final screening involved assumptions about probable conditions for college success (e.g., high school grades and teachers' recommendations). However, these assumptions conflicted with the experimental and research aspects of the program, biasing the selection procedure. Therefore, beginning in 1966, final selection was made on a random basis. In 1967, all those randomly rejected were referred to the SEEK program, where, we understand, most were accepted.

C. Community College Placement

Students' preferences received first consideration in community college placement. However, it was necessary to shift some students to second choices or to colleges for which they had not expressed preferences but which appeared convenient to their residence. In making these shifts the primary consideration was whether the college to which they were assigned would provide the curriculum the student preferred. Sometimes the selection staff had to go beyond expressed curriculum preference to ultimate vocational aim to

determine which community college was appropriate.

The first four entering classes of the College Discovery Program are the subjects of the following analyses. The analyses are divided into a description of ethnic and sex characteristics of entering students, high school diplomas and averages, present status of community college graduates, and senior college grade point averages.

SECTION II

CHARACTERISTICS OF COLLEGE DISCOVERY PROGRAM STUDENTS

A. Ethnic and Sex Distribution Among Entering Students

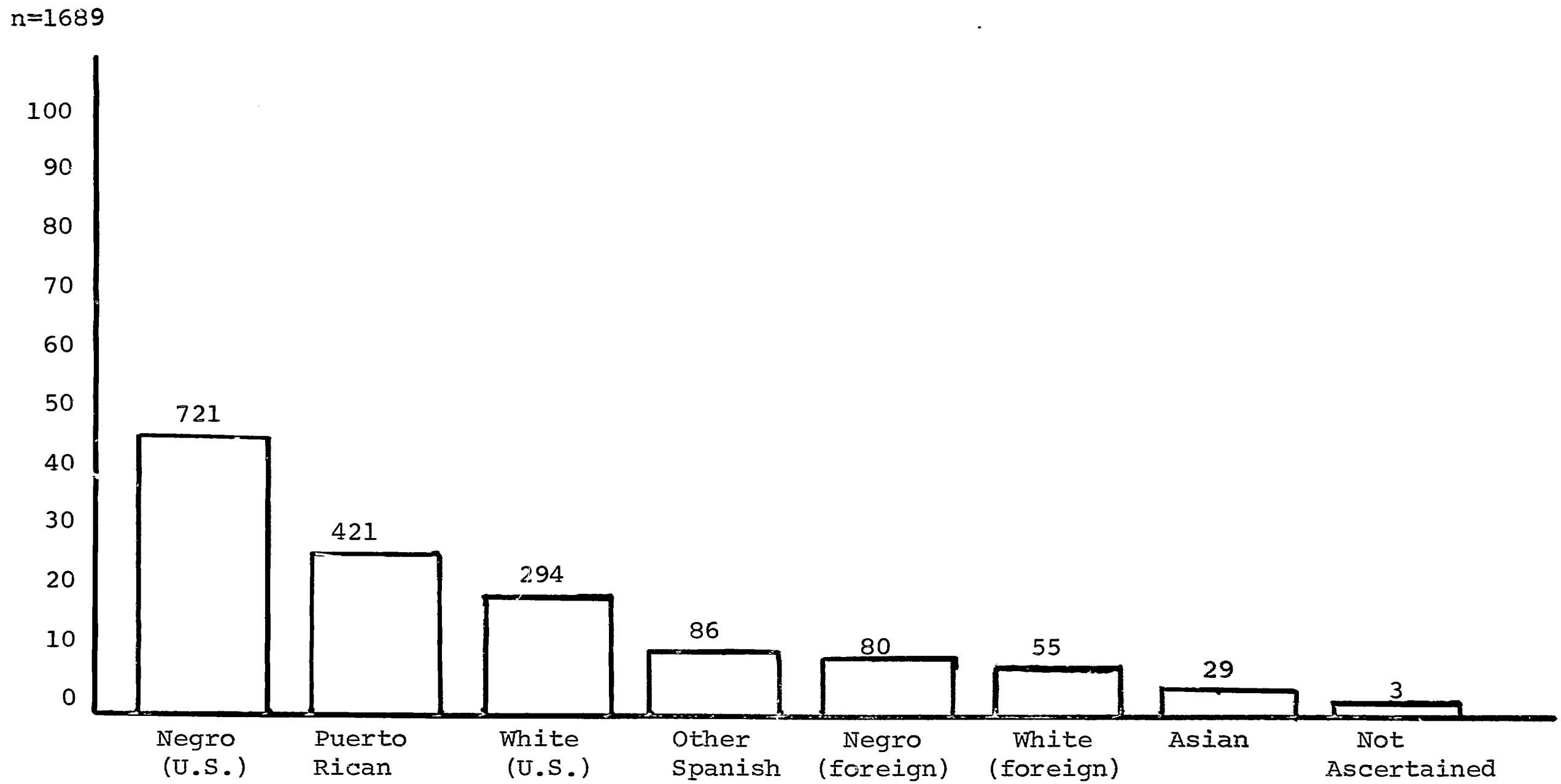
From 1964, the initial year of the College Discovery Program, through 1967, a total of 1,689 students were enrolled. In the initial year, students were enrolled in two schools, Bronx and Queensborough. In each of the later years, 1965-1967, students also enrolled in Kingsborough, Manhattan and New York City Community Colleges.

Over 40% of the students who entered CDP were Negroes born in the United States, 25% were Puerto Ricans, and less than 20% were whites. Foreign born Negroes and whites, Spanish-speaking students other than Puerto Ricans, and Asians contributed smaller numbers to the population (Figure 1).

The proportions of major ethnic groups (USA-born Negroes, Puerto Ricans, USA-born whites) in the entering classes remained relatively stable from 1965 through 1967. Only the original 1964 entering class deviated from this pattern; more Negroes and fewer Puerto Ricans were accepted into this class than into later classes.

FIGURE 1

ETHNIC GROUP DISTRIBUTION OF ALL STUDENTS
IN C.D.P. (1964-1967)



Slightly more than half of the total population of students was male (Table 1), although among USA-born and foreign-born Negroes slightly more than half were female. All other ethnic groups included a higher percentage of men than women.

The number of females in each entering class has decreased significantly in recent years, while the number of males has remained constant. Much of the decrease in the proportion of females was due to a dwindling number of white female entrants.

The analysis of the sex and ethnic distribution of the students revealed differences among the community colleges. The proportion of Negroes at Queensborough and Kingsborough was higher than at other schools, while the proportion of Puerto Ricans at the same two schools was lower than at other schools. Bronx and Manhattan had fewer white students than other schools (Table 2).

TABLE 1

SEX AND ETHNIC GROUP DISTRIBUTION OF ALL STUDENTS

ETHNIC GROUP	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Negro (USA born)	323	44.8	398	55.2	721	42.7
Puerto Rican (USA or PR born)	269	63.9	152	36.1	421	24.9
White (USA born)	182	61.9	112	38.1	294	17.4
Other Spanish-speaking	51	59.3	35	40.7	86	5.1
Foreign-born Negro	38	47.5	42	52.5	80	4.7
Foreign-born White	35	63.6	20	36.4	55	3.3
Asian	17	58.6	12	41.4	29	1.7
Not ascertained	3	100.0	--	0.0	3	0.2
T O T A L S	918	54.4	771	45.6	1,689	100.0

TABLE 2

ETHNIC GROUP DISTRIBUTION BY COMMUNITY COLLEGE

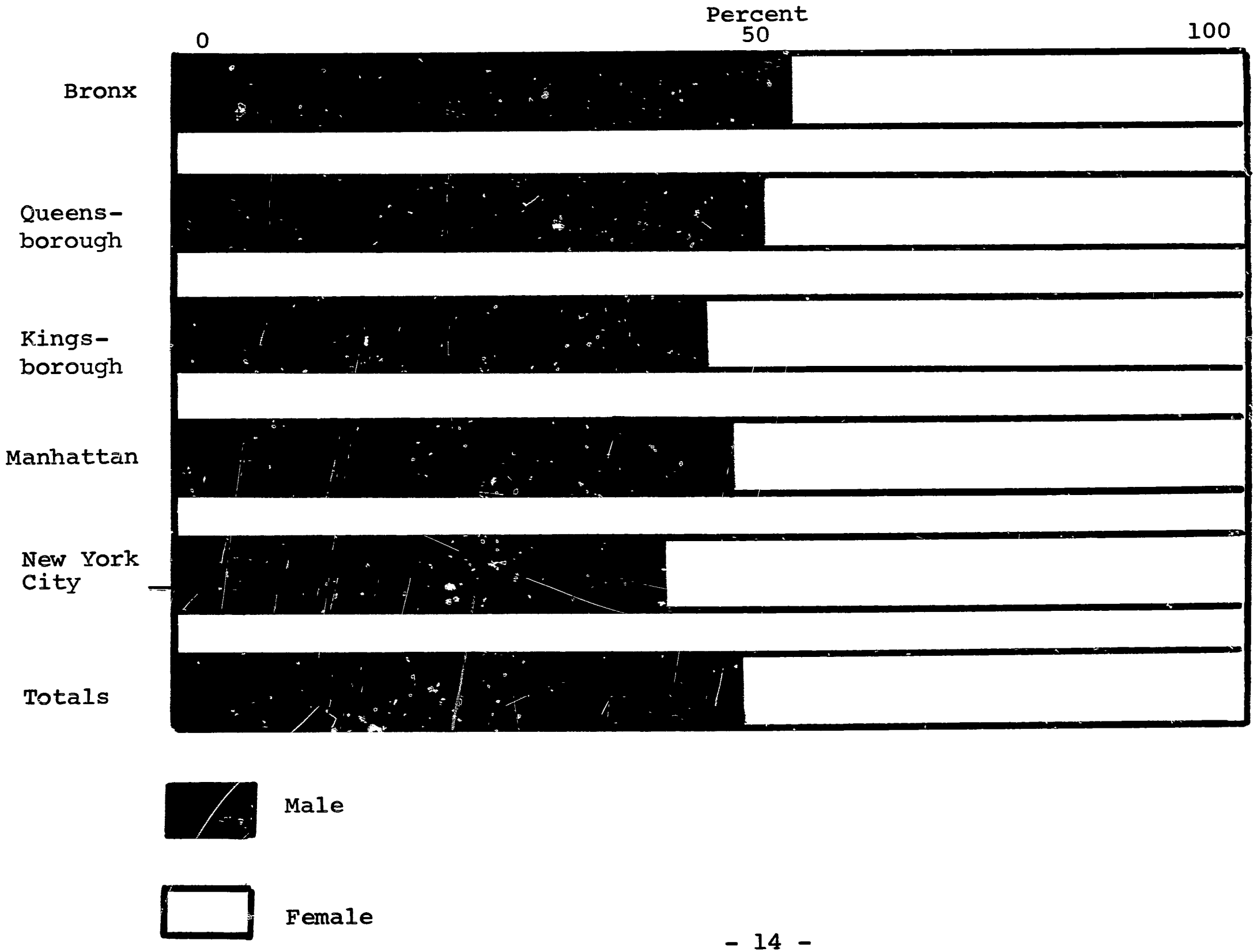
ETHNIC GROUP	BRONX		QUEENS-BOROUGH		KINGS-BOROUGH		MANHATTAN		NEW YORK CITY		T O T A L	
	N	%	N	%	N	%	N	%	N	%	N	%
Negro (USA & foreign-born)	228	44.7	158	54.3	143	53.4	125	44.3	147	43.3	801	47.4
Puerto Rican & other Spanish-speaking	203	39.9	41	14.1	53	20.1	113	40.1	96	28.3	507	30.0
White (USA & foreign-born)	63	12.4	88	30.2	68	25.4	42	14.9	88	26.0	349	20.7
Asian	12	2.4	4	1.4	3	1.1	2	0.7	8	2.4	29	1.7
Not Ascertained	3	0.6	--	0.0	--	0.0	--	0.0	--	0.0	3	0.2
T O T A L	509	100.0	291	100.0	268	100.0	282	100.0	339	100.0	1,689	100.0

Four community colleges included more men than women: only New York City Community College enrolled more women than men (Figure 2). The distribution of males and females among Negroes was similar at each school, more females entering than males. Among USA-born whites, the ratio of males to females ranged from 3:1 at Manhattan to 1:1 at New York City. For the Puerto Rican group, Queensborough enrolled three times as many males as females, while New York City had an equal proportion of males and females.

Comparisons of the ethnic distribution of CDP students to that of regularly enrolled CUNY students emphasizes the fact that CDP is accomplishing its mission of providing minority group members with college experience. An ethnic survey conducted among registrants in the City University system in the Fall of 1967 showed that four-fifths of students in

FIGURE 2

SEX DISTRIBUTION BY COMMUNITY COLLEGE



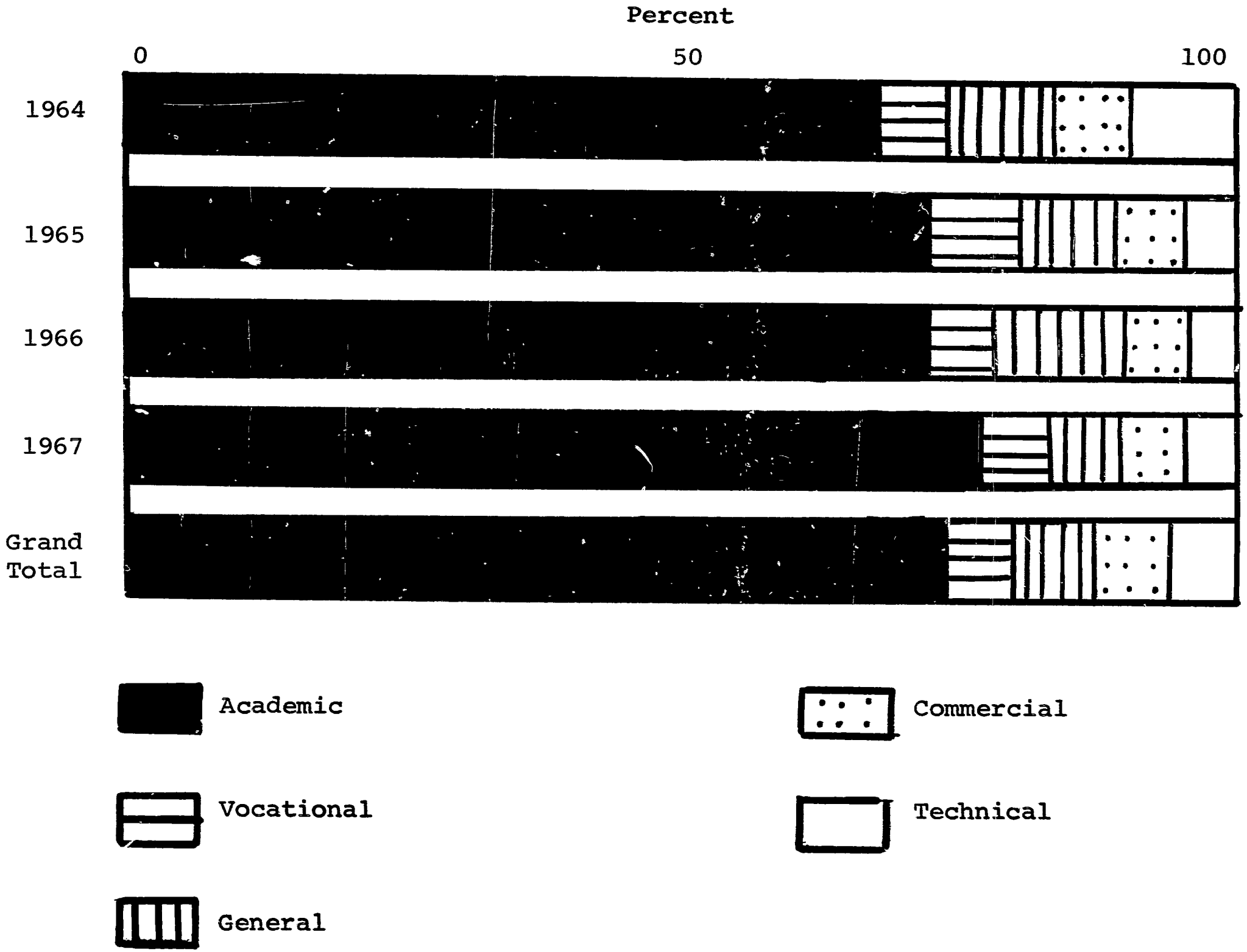
both senior and community colleges were white. As indicated above, only one-fifth of the CDP population was white. Comparing ethnic distributions in all colleges it was found that those boroughs which had the smallest Negro representations in senior colleges had the largest Negro representation in CDP. Puerto Rican enrollment in senior or community college never exceeded 10% in any institution, while in CDP Puerto Rican enrollment ranged from 35% at Manhattan and Bronx to 18% at Queensborough.

B. High School Diplomas and Averages

Almost 75% of the CDP admissions had academic high school diplomas, the remainder having general, vocational, commercial and technical diplomas, in that order. The percentages of the various kinds of high school diplomas have remained relatively constant from 1964 to 1967 (Figure 3). The mean high school average for each entering class was approximately 75.

FIGURE 3

HIGH SCHOOL DIPLOMA BY ENTERING CLASS



C. Graduation of CDP Students and Senior College Enrollment

Twenty-three percent of the 1964 CDP class and 28 percent of the 1965 class completed community college by January, 1968 (Table 3).

Graduation rates differed among community colleges, partly for reasons not directly related to student performance. In the first year, many Queensborough students were dropped because of shortages of space. In the second year, New York City Community College had a significantly larger percentage of graduates than all other schools, in part because of its liberal grading practices. Of 379 students in the 1965 class who did not graduate after two years, over one-eighth were still enrolled in community college in Spring, 1968.

Over two-fifths of the technical diploma students (16 of 38) eventually graduated from community college, followed by commercial, academic, vocational and general diploma students, in that order (Table 4). The relatively mediocre showing of academic diploma students, especially considering their pre-college preparation, deserves further

TABLE 3

GRADUATION FROM COMMUNITY COLLEGE AS OF JANUARY 1968: 1964 AND 1965 CLASSES.

	1964 Class			1965 Class			Total		
	Enter	Grad	% Grad	Enter	Grad	% Grad	Enter	Grad	% Grad
Bronx	120	32	26.7	140	27	19.3	260	59	22.7
Queensborough	111	20	18.0	71	8	11.3	182	28	15.4
Kingsborough	---	--	---	111	29	26.1	111	29	26.1
Manhattan	---	--	---	104	30	28.8	104	30	28.8
New York City	---	--	---	103	56	54.4	103	56	54.4
TOTAL	231	52	22.5	529	150	28.4	760	202	26.6

TABLE 4

GRADUATION FROM COMMUNITY COLLEGE AS OF JANUARY, 1968
BY HIGH SCHOOL DIPLOMA FOR 1964 AND 1965 ENTERING CLASSES COMBINED

	ACADEMIC			VOCATIONAL			GENERAL			COMMERCIAL			TECHNICAL			T O T A L		
	Ent	Grad	% Grad	Ent	Grad	% Grad	Ent	Grad	% Grad	Ent	Grad	% Grad	Ent	Grad	% Grad	Ent	Grad	% Grad
Bronx	190	41	21.6	22	4	18.2	25	2	8.0	9	3	33.3	14	9	64.3	260	59	22.7
Queensborough	130	23	17.7	13	1	7.7	10	-	-	16	3	18.8	13	1	7.7	182	28	15.4
Kingsborough	77	23	29.9	10	1	10.0	15	-	-	4	3	75.0	5	2	40.0	111	29	26.1
Manhattan	76	23	30.3	5	1	20.0	13	3	23.1	8	2	25.0	2	1	50.0	104	30	28.8
New York City	74	45	60.8	9	4	44.4	5	1	20.0	11	3	27.3	4	3	75.0	103	56	54.4
T O T A L	547	155	28.3	59	11	18.6	68	6	8.8	48	14	29.2	38	16	42.1	760	202	26.6

study, as does the relative success of technical diploma recipients.

Eighty-eight percent of the 202 community college graduates entered senior college by January, 1968. Graduates who did not enter senior college were not necessarily dropouts from further training; several graduates entered military service or took additional schooling.

Most of those who went on to senior college entered day sessions in the City University (147); others entered day sessions outside of CUNY (17) and evening sessions within CUNY (13) and outside of CUNY (1). Ninety-four percent of those who entered senior college were still enrolled by Spring, 1968. With one exception those who dropped out had been enrolled in day sessions at CUNY.

Almost equal percentages of males and females graduated from CDP and went on to senior college (Table 5). Percentages of withdrawals from senior college are almost exactly equal for both sexes (6%).

Of the three major ethnic groups, Puerto Ricans graduated from CDP more frequently than United States-born whites or United States-born Negroes (34%, 25%, and 20% respectively).

TABLE 5

GRADUATION FROM CDP AND ENTRANCE AND WITHDRAWAL
FROM SENIOR COLLEGE AS OF SPRING, 1968 BY SEX AND ETHNIC GROUP
FOR 1964 AND 1965 ENTERING CLASSES COMBINED

	Entered CDP			Graduated CDP						Entered Senior College						Withdrawn from Senior College					
	Male	Fem	Total	Male	% of Total CDP	Fem	% of Total CDP	Total	% of Total CDP	Male	% of Grad	Fem	% of Grad	Total	% of Grad	Male	% of Total Sr.Col.	Fem	% of Total Sr.Col.	Total	% of Total Sr.Col.
NEGRO (USA born)	145	191	336	28	19.3	40	20.9	68	20.2	25	89.3	36	90.0	61	89.7	1	4.0	1	2.8	2	3.3
PUERTO RICAN (USA or PR born)	115	55	170	36	31 3	21	38.2	57	33.5	30	83.3	18	85.7	48	84.2	2	6.7	1	5.6	3	6.2
WHITE (USA born)	82	65	147	18	22.0	18	27.7	36	24.5	16	88.9	14	77.8	30	83.3	2	12.5	1	7.1	3	10.0
OTHER SPANISH-SPEAKING	20	11	31	7	35.0	4	36.4	11	35.5	6	85.7	4	100.0	10	90.9	-	0.0	-	0.0	-	0.0
FOREIGN-BORN WHITE	19	7	26	9	47.4	3	42.8	12	46.2	9	100.0	3	100.0	12	100.0	-	0.0	1	33.3	1	8.3
FOREIGN-BORN NEGRO	16	20	36	6	37.5	4	20.0	10	27.8	6	100.0	4	100.0	10	100.0	1	16.7	-	0.0	1	10.0
ASIAN	6	5	11	3	50.0	5	100.0	8	72.7	3	100.0	4	80.0	7	87.5	-	0.0	-	0.0	-	0.0
Not Ascertained	3	-	3	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
T O T A L	406	354	760	107	26.4	95	26.8	202	26.6	95	88.8	83	87.4	178	88.1	6	6.3	4	4.9	10	5.6

Over 80% of the three predominant ethnic groups who graduated from CDP later entered senior college, Negroes (90%) entering somewhat more frequently than Puerto Ricans (84%) or whites (83%). Dropouts from senior college for all three groups were low, never more than three students from any ethnic group.

Members of other ethnic groups completed CDP and went on to senior college in slightly greater percentages than any of the predominant ethnic grcups. Among the other ethnic groups, foreign-born Negroes graduated from CDP least often.

Most of the 1964 class who entered senior college enrolled in CCNY. In the 1965 class, the most popular senior college choices were CCNY, Richmond, and Hunter. Hunter was also the most popular choice of evening college students of both graduating classes. Most CDP graduates went to senior colleges in the borough of Manhattan.

D. Senior College Performance of CDP Graduates

The mean senior college grade point average for 1964 CDP graduates was 2.46 (between C and B); they earned an average of 25.7 senior college credits by January, 1968.

The 1965 class had a mean senior college grade point average of 1.91 (slightly below C), and earned an average of 12 senior college credits by January, 1968. The mean grade point average for both years combined was 2.11. The graduates of Bronx and Queensborough had the highest grade point averages, while New York City graduates were lowest and earned the fewest senior college credits.

Combining the 1964 and 1965 classes, City Univers ty students earned almost the same mean number of senior college credits as non-City University students. Students enrolled at Queens earned the greatest number of credits, while Richmond students earned significantly fewer credits than students at all other schools excepting Baruch. Richmond students also had the lowest grade point averages, while Queens and Hunter students earned the highest grade point averages.

CCNY and Hunter, the most popular choices of graduates from both Bronx and Queensborough, were schools in which CDP graduates did very well, while the most popular choice of New York City graduates (Richmond) was the school in which students performed most poorly.

Although females tended to earn more credits and

achieve higher grade point averages than males in both graduating classes, the overall differences were not statistically significant. However, Negro females earned significantly higher grade point averages than Negro males.

SECTION III

A FOLLOW-UP STUDY

The description of the salient characteristics of CDP students, enrollment patterns at each college, and graduation rates is but a minimal part of the overall endeavor to evaluate the effectiveness of the program. A great deal of effort in the early years of the program was devoted to the study of the students' experiences at the colleges, their reactions to the college experience, and attitudes toward the program as a whole and to specific components of the program. Data was also collected on the academic status of those who left the program and the effects of the college experience on all students. Information on these dimensions is necessary for an overall assessment of the value of the program, as well as for our continuous efforts to implement changes to attain the program's objectives.

The findings below are based on the first of a series of follow-up studies conducted by the research unit. The subjects were students in the first entering class, the 1964 class. These students attended two schools,

Queensborough and Bronx Community Colleges, and the data were collected approximately two years after admission to the College Discovery Program. Separate questionnaires designed to elicit students' perception of their experiences in college were administered to two groups;

1) Survivors (N=115): those who were still enrolled in the program at the time of follow-up;

2) Dropouts (N=116): those who had entered the program but who subsequently left it.

Questionnaires were returned by 94% (108) of the "survivors" and 90% (104) of the "dropouts."

Although the study uses the terms "dropouts" and "survivors" in analyzing the data, the reader should keep in mind that neither group is homogeneous. "Survivors" include both those exclusively in college, as well as those working and attending school at the same time. "Dropouts," on the other hand, include academic casualties and students who left CDP for other reasons, including the few (less than 10) students successful enough to transfer to other college programs.

A. Academic Status, Aspirations, and Reasons for Leaving CDP

By the Spring of 1966, (i.e., the beginning of the

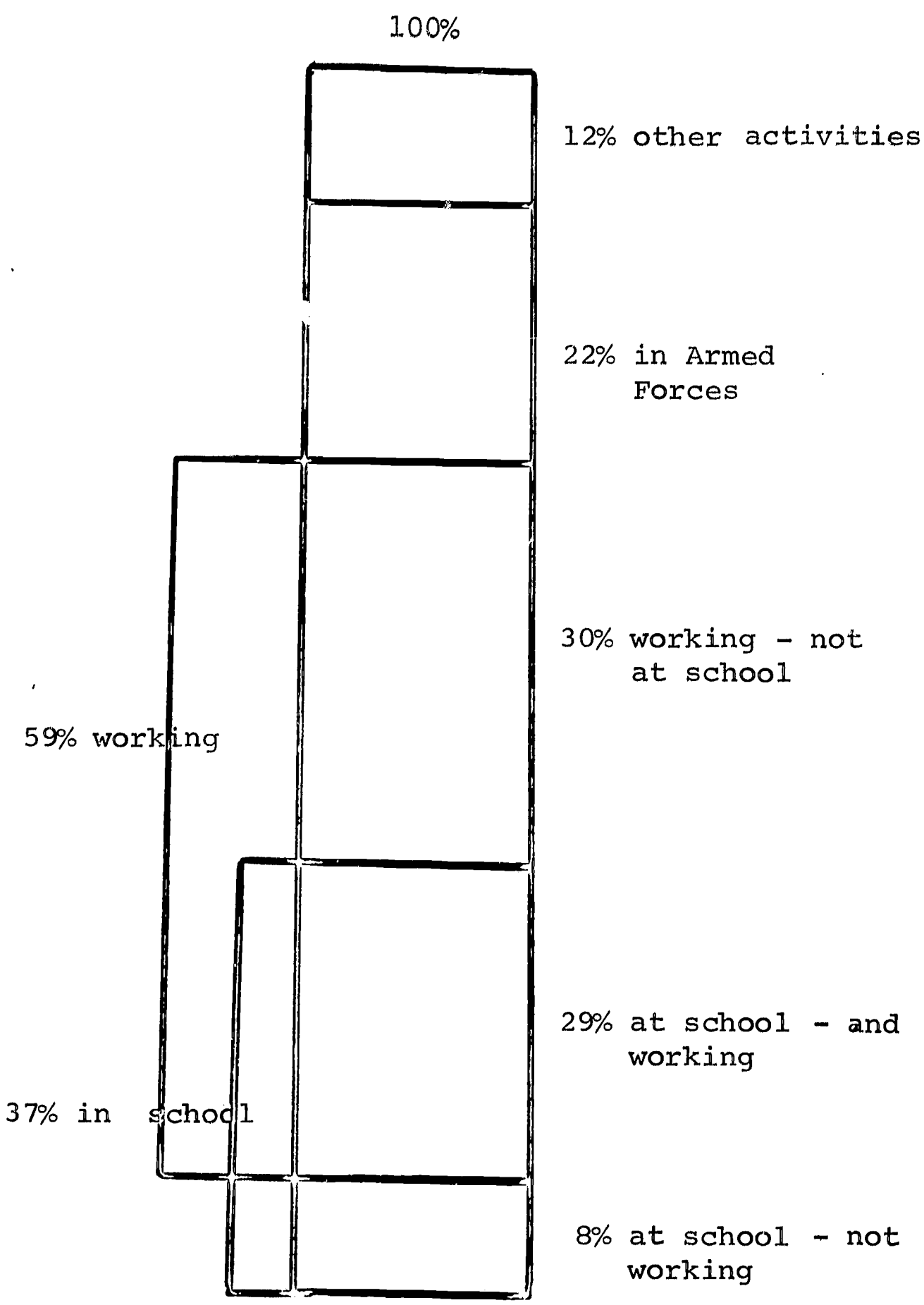
fourth semester), approximately one-half of the 231 original CDP entrants were no longer in the program. Almost one-quarter (22%) of those who left were in military service at the time of the study (Figure 4). Among the drop-outs not in military service, approximately one-half were attending school outside of the College Discovery Program. In most cases they were working and attending school at their original community colleges on a part-time, non-matriculated basis. A small percentage of drop-outs (7%) were in school full-time, all but one at a four-year college.

Among the dropouts, a majority indicated that they would still like to be in the program. The remainder were either ambivalent about returning or felt better off out of the program. Most of the latter were enrolled in other college programs.

Personal difficulties or responsibilities at home were cited most frequently as the primary reason for dropping out (35% of the group). Fewer respondents cited financial difficulties and job responsibilities as major reasons for leaving, even though many students indicated that these factors were a source of concern.

FIGURE 4

ACADEMIC STATUS OF THOSE WHO LEFT
THE COLLEGE DISCOVERY PROGRAM



Both survivors and dropouts tended to emphasize careers, self-development, and a good standard of living as their reasons for attending college. Less stress was placed on leisure time activities, community activities, and national and international betterment.

A strong commitment to higher education, including aspirations for graduate degrees, was evident among both groups of respondents, although it was especially pronounced among survivors. Table 6 shows that most students in both groups expected to earn at least a Bachelor's degree. The percentage who expected to earn graduate degrees among survivors (69%) was significantly greater than among dropouts (38%). While the academic aspirations of both groups may be unduly optimistic in terms of the realistic obstacles facing these students, they nevertheless reflect a strong commitment to higher education.

B. Employment and Source of Support

Most survivors and dropouts worked regularly or occasionally while attending school (Table 7). The income derived from work was essential for self-support or family support for more than half of those working, while the re-

TABLE 6

PERCENTAGE OF RESPONDENTS EXPECTING TO OBTAIN DIFFERENT LEVELS OF ACADEMIC DEGREES*

	Survivors (N=108)	Dropouts (N=84**)
Associate Degree	97%	90%
Bachelors Degree	94	85
Masters Degree	69	38
Doctoral Degree	21	8
No Degree	3	10

* The percentages presented in this table are cumulative, starting with the "doctoral degree" upwards, i.e., respondents who indicated they expect a doctoral degree were also included among those listed as expecting a masters, bachelors, and associate degree. The same procedure applies to those who expected master's and bachelor's degree.

**A relatively high number of dropouts failed to answer the above question.

TABLE 7

SOURCE OF FINANCIAL SUPPORT WHILE IN COLLEGE DISCOVERY PROGRAM

	Survivors	Dropouts
1. From your own earnings	N=102*	N=96*
Regularly	48%	52%
Occasionally	44	36
Never	8	12
Total	100%	100%
2. From your own savings	N=87	N=82
Regularly	17%	15%
Occasionally	44	35
Never	39	50
Total	100%	100%
3. From family income	N=100	N=92
Regularly	40%	39%
Occasionally	48	50
Never	12	11
Total	100%	100%
4. From family savings	N=79	N=74
Regularly	8%	3%
Occasionally	16	14
Never	76	84
Total	100%	101%**
5. From CDP	N=105	N=91
Regularly	75%	34%
Occasionally	22	25
Never	3	41
Total	100%	100%

* The percentages reported in this table are based on the number of respondents who answered each item.

** The total of 101% was obtained because percentages were rounded out to the nearest whole number.

mainder worked primarily to pay for school expenses or to procure extra spending money. More survivors than dropouts reported receiving CDP stipends on a regular basis. This difference derives largely from the fact that those who left during the first year did not receive stipends, presumably because stipends were not as readily available at that time. However, even when this factor is taken into account, there is still some difference in the percentages of dropouts and survivors who received stipends regularly. If this difference is found to hold for students in subsequent years, its meaning should be further explored. It is possible that readiness to take advantage of available resources is related to the ability to survive in school.

C. Reactions toward the College Discovery Program

Both survivors and dropouts expressed favorable attitudes toward CDP, but satisfaction was more pronounced among the survivors. An overwhelming majority of both groups felt that their status as CDP students did not affect their treatment by teachers or other students. In evaluating the program's facilities and procedures, the most frequent criticism among both groups concerned studying, i.e., having space to study, training in study habits

and time for studying.

The sharpest difference between the survivors and dropouts was in the number of hours per week spent studying. Survivors reported studying much more than the dropouts. Future investigations should focus on the meaning and significance of this finding.

Both groups had positive feelings about the motivation and availability of counselors. However, a sizeable proportion of the dropouts (45%) felt that their counselors did not really understand their problems. Only 24 percent of the survivors felt this way. Also, while nearly seventy percent of the survivors felt that talking to the counselor really helped most of the time, only forty percent of the dropouts felt this way. It appears that many dropouts did not really believe there was anything that could be done to alleviate their problems. In part, this resignation may reflect a reality factor. On the other hand, an initial lack of confidence in ability to overcome problems, either through their own efforts or through the use of external resources, may be a factor differentiating students who drop out from those who remain.

The summer program was the one aspect of CDP about

which dropouts seemed to have a more positive attitude than survivors. More than half (58%) of the dropout group felt that the summer courses helped them, while a similar percentage (62%) of survivors felt the summer program did not help. Dropouts frequently felt that summer school teachers took more interest in students than did regular semester teachers. While both groups believed a course in study habits should be given before entering CDP, this feeling was more pronounced among dropouts (84% vs. 69%). Although these findings suggest further investigation, it may be tentatively hypothesized that dropouts start the summer program with great deal of enthusiasm. Maintaining this initial enthusiasm after the summer sessions may be a major means of facilitating the college adjustment of potential dropouts.

Survivors perceived themselves as having fewer problems than dropouts. When citing problems, both groups focused on academic difficulties. In contrast to survivors, dropouts also emphasized personal and family problems. Several such leads in the data converge on the finding that dropouts did not blame the program for their difficulties, but tended to attribute their problems to personal factors.

D. Changes Attributed To College Attendance

A majority of both survivors and dropouts felt that their college experiences would help them obtain better jobs, helped them in understanding national politics, and helped them in understanding the problems of foreign countries. Students also said that their views on many subjects differed more than formerly from their parents' views, and that they were exposed to kinds of people with whom they had never before had contact.

When asked how college had made them think differently about themselves, the most frequent response was that it gave them "greater self-confidence." Among dropouts, this finding may reflect some degree of rationalization. However, a qualitative analysis of their responses also suggests that the fact of being accepted by a school and the experience of attending college may have had a positive effect on self-confidence, even though the degree requirements were not completed.

E. Interpretation of Results

Two factors affecting the questionnaire replies need to be considered in interpreting the findings. The first is that dropouts left college at different times in the

two year period following admission to the program. The responses to the questions concerning number of jobs held while in college and the use of college facilities may have been affected by the length of time spent in college. For example, a student remaining until the end of the third semester had more time to make use of available resources, such as stipends, than a student leaving before the end of the first semester.

Second, many dropouts subsequently enrolled in school outside of the College Discovery Program. It is reasonable to assume that the reactions to inquiries about their CDP experiences were to some extent influenced by these later experiences.

In spite of these qualifications, the study has yielded valuable information with definite implications. The relatively strong verbalization of commitment to higher education, as well as the sizeable number of dropouts who later returned to school, point up the shortcomings of evaluating CDP solely in terms of degrees earned within a given period of time.

Although interest in higher education cannot be attributed solely to admission to CDP, one cannot but feel

that the college experience provided by the College Discovery Program, however short, must have had some influence on these attitudes. If these attitudes are eventually transmitted to the students' children and to their communities, the program will have taken a significant step forward.

The study also highlighted certain areas which warrant further investigation. The tendency of dropouts to see themselves as having more personal and family problems, to spend less time studying, to have less positive feelings about the effects of counseling, and to take less advantage of available resources is of great value to future planning. This information directs our attention to students' remediation needs and to methods of predicting success. The early identification of individuals with adjustment problems would enable the program to develop strategies to assist them in overcoming the obstacles.

SECTION IV

SELECTED CASE HISTORIES

The analysis presented in the preceding pages was limited to readily quantifiable data. Invariably, such data fail to convey a complete picture of the motivations, personal hardships, and unique triumphs of the CDP students. For example, a student who is categorized as a "dropout" may have benefitted as much in personal fulfillment and direction from his contact with the College Discovery Program as a student who goes on to senior college. In order to provide a more dynamic picture of the impact of CDP on the lives of the students, we will present several brief case histories. We trust that this material will fill in some of the gaps left open in our previous data analysis.

The information for these case histories was taken from the following sources:

(1) High School academic records;

(2) CDP Nomination Forms (filled out by the high school principal and counselors);

(3) CDP Personal Information Forms (filled out by the student);

(4) Letters of recommendation from high school teachers;

(5) Community College Transcripts;

(6) Senior College Transcripts;

(7) CDP Follow-up Questionnaires (answered by the student).

Case 1, Lenny, represents an individual who earned his baccalaureate degree within the standard four years of college.

Case 2, Harold, describes a student currently working toward his baccalaureate degree in a senior college.

Case 3, Louella, is a student who is currently working toward her Associate Degree.

Case 4, Wilbur, represents a student who left CDP but continued in school on a non-matriculated basis.

Case 5, Maurice, describes a student who left the program prior to completing the Associate Degree and who has not returned to school.

These cases were chosen merely because of the richness of the material available. The fact that four are

males and only one is female is merely accidental. The reader will recall that among the entering students, close to half were females. The sex of the student, considered by itself, does not seem to be an influential factor in determining the relative success or failure of the student in the program.

CASE 1

LENNY

Lenny is one of the most successful CDP students to date. At the time of his entrance to vocational high school, he had a reading retardation problem and showed little prospect of scholastic success. He was enrolled in a technical electrician course in school, and seemed to show no great prowess in academic subjects. Seven years later, Lenny graduated Cum Laude from C.C.N.Y.

His remarkable change seems to have been a result of gradual growth in understanding of the meaning and value of academic education. During his four years of high school, while his technical course grades fell, his academic grade average rose from 70 to 85. By graduation he had passed all his Regents exams, and had become a member of The National Honor Society. Lenny said that, "As I grew older, I learned to enjoy education, and tried to learn as much as I could in the little time that I had. I guess it was too late for me to improve my work to any great extent. I am still trying to acquire as much edu-

cation as I possibly can, and hope to be able to acquire it in an institution of higher learning. Now that I have matured to a sufficient level, I think I know what I want out of life. I know I can do well in college, once given the opportunity to attend. If given this opportunity, I will try not to disappoint those persons who felt me qualified."

Lenny came from a comparatively stable family background. At the time of his nomination, he was living at home with two brothers, his mother, and his father, a motorman earning $94 a week. His parents were from the South, and their formal education ended after completing elementary school. In addition, Lenny seemed to be quite positively affected by the religious organizations he belonged to, such as The National Conference of Christians and Jews, The Methodist Youth Fellowship, and The St. Augustine's Church Choir.

After acceptance by CDP Lenny entered a community college and maintained an A- average. The college experience stimulated an interest in human relations, eventually leading him to change his career objectives from becoming a chemist to becoming an economist. By becoming an economist, he felt "I can best help others and, in doing so, serve God." In June, 1966, Lenny received his associate

degree and was accepted at CCNY, majoring in economics. In June, 1968 he received his degree Cum Laude.

CASE 2

HAROLD

"Harold must be recognized ... as one of the most unusual students I've ever encountered in the high schools", the principal of Harold's high school wrote in his CDP nomination form. This praise was echoed by other teachers. However, the same boy who was so lauded had attended three high schools, taken five years to get his diploma, and faced severe problems in his private life.

During childhood and early adolescence, Harold lived with both parents. They separated, however, and his father, a self-employed T.V. serviceman, soon remarried. For several years, Harold lived with his father. In the recommendation form, Harold's principal described this time: "disorder and strife in his parents' relationship, business failures and financial struggle, crowded living quarters with no privacy, two years of working nights (10 P.M. to 8:00 A.M.) as a dispatcher for his mother's now financially insolvent car service, having to report to school the next morning without a nights' sleep, and the murder

of an uncle who had some influence in holding the family together." These problems might help explain some of the incongruities in Harold's marks. American history: 1st, term, 90; 2nd term, 65; French: 1st year, 90; 2nd year, 50; chemistry: 1st term, 91, 2nd term, 65. Clearly the boy was capable, but his problems interfered with his school work.

After completing four years of high school, Harold left his father, moved in with his grandmother in Bedford-Stuyvesant, and enrolled in high school again to gain his academic diploma. The principal of Harold's second high school wrote that, "Although Harold has not been effective in the sense that he has achieved success in all his undertakings, he has done a rather amazing job of not only coping with the frustrations of his environment, but in addition, emerging as a well developed, self-educated, insightful young man of superior intellect. He has had little or no parental supervision for the past three years, and his parents have been too overwhelmed by their own personal problems to offer him anything in the way of parental love and the support and security of a stable home. Yet he has remained outwardly emotionally stable and has rejected the values and behavior frequently adopted by peers finding themselves in like circumstances. Somehow he has dis-

covered and immersed himself in what he has found to be the wonderful and exciting world of mind and spirit. Harold has pursued a program of self-improvement, unorthodox but effective, and in Sept., 1965 took the initiative in removing himself from the environment which was thwarting him and embarked upon his fifth year of high school in order to reach his goal of an academic high school diploma and entrance into college. That goal seems now to be reasonably well within his grasp."

In Harold's own words, "Due to the likelihood that I might not be able to continue my formal education beyond high school level, I have embarked on a program of self-education by reading original sources, i.e., Plato, Aristotle, Kant, etc. My only source of support is my grandmother, and she is in poor health. I am intensely interested in philosophy especially the problems in epistemology, metaphysics and ethics. I am interested to the point of being enthralled by the study of history, its interpretation, and application to the resolution of current problems. The study of man and the development of his culture also fall among my intellectual leanings. And the only way I feel my ambitions will be fulfilled, intellectual thirst satiated, is through this pursuit on

the college level. I intend to pursue this study of philosophy, history, or anthropology possibly to the doctoral level, and eventually teach one of these subjects on the college level. I will exhaust all other methods of obtaining a college education and if that fails I will resort to an intensive program of self-education from original reading sources."

This program had the following effect on one of Harold's teachers: "Harold cries out for higher education. On his first day in my American History class, about three weeks after the term began, a discussion was going on about some topic related to the United States in the 20th century. Harold looked up from the various cards one fills out on the first day in class, and started to talk. The insights were excellent, the manner poised and the vocabulary mature. When questioned after class about his ability to respond on this his first day in class, Harold said, 'I have read a book or two on the subject, you know.' This continued all term. He was a spark in the class. Often his ideas were just off-the-beaten track enough to get the other students arguing back and forth. Often the class developed into a round-table discussion with very little interference from me. It was an exciting experience."

Another teacher said: "Harold is determined through reading to burst his cultural limitations and arrive at a position of understanding his world and the forces that shape it. He is determined to educate himself. He is one of the truly omnivorous readers I have met in high school. Proust, Kafka, Camus, Dostoevsky are all grist to his mill."

The only problem with these incredible recommendations was pointed out by Harold's guidance counselor: "The discrepancy between Harold's great academic potential and his weakness in writing and mathematics skills may be, in part, a function of his teachers' tendency to overlook his mechanical failings as they reacted with pleasure to the quality of his thinking. Harold has become more self-conscious of his mechanical deficiencies and now feels threatened at the thought of letting down those who burden him with their approval, or higher expectations. Harold's absences from the Regents examinations, although coming apparently in the wake of long absences from school and family problems, may also have been caused to some extent by fear of disappointing his supporters. He has suffered from the reaction of those disappointed teachers who have

called him lazy. Although Harold seemed to weather his environmental problems, I am sure he will profit from some counseling support while in college. I don't believe he fully realizes or appreciates his own worth as a human being."

Evidently, fears were uncalled for concerning Harold. He entered CDP in 1966 and in June, 1968 graduated from community college with a B+ average. He is now enrolled in N.Y.U. and plans to earn his B.A. in the next two years.

CASE 3

LOUELLA

"The great big living CDP family is a great big flop," wrote Louella when she dropped out of the program in the Fall of 1966, after dropping and failing several courses. In a Change of Status Report, her counselor wrote, "Louella had severe anxiety attacks and with cutting classes I recommended her for psychotherapy. When she left school she was planning to go to night college at City University. Louella was learning to write quite well. She'll probably want to complete her education, when she resolves her anxiety. Louella was too resistant to go to treatment or help of any kind. She went to see the school psychiatrist once."

In a questionnaire Louella filled out in 1966, she wrote: "The C.D.P. was, in my opinion a potentially worthy one. However, it did not live up to my expectation. We were considered inferior to the rest of the regular students and were subjected to condescendance on the part of both faculty and student body. At the end of the trial period, after the experiment was well under way, most of

us were told that we could not have the programs we had previously applied for (Liberal Arts).

"There was no criterion set for those C.D.P. students who were chosen for Liberal Arts, for most had lower high school averages as well as failures for the preparatory term. Yet, a small number of C.D.P. students were placed in Liberal Arts and the rest, although unwillingly, were dispersed among the mongers in the business world.

"I myself, received small business as a curriculum. I could have killed. I do not know whether this little mishap was due to the administrator's teaching treachery, or the C.D.P. program itself. Something infamous had to be going on because those same students who were deprived of their rights beforehand were now (the next term) being placed in Liberal Arts with no criterion for placement. I would like to but I have too little space, to speak of the cheap little money allotted to the C.D.P. students, $5 a week, while other, not so fortunate programs allow their students from $35 to $50 weekly.

"Long before I left the community college, I left the C.D.P. program. The only affiliation between us was the $5 stipend. The program's meetings were boring and

trivial. The students were stupid. The school itself was a waste of time, corrupt administration and C.D.P."

When asked what changes she would like to see in the C.D.P. she wrote, "More money, fewer meetings, more equality, less condescension on the part of the C.D.P. advisors, more privacy in one's own life, and more freedom to make one's own decisions concerning work, school and social life.".

When asked what changes she would like to see outside of school, Louella wrote, "More space and privacy for studying, and better financial conditions."

"The C.D.P. had no real effect on my personality. I don't see how it could because it was terribly boring and a trivial waste of time. I appreciated the books, though. Whatever changes you will find in my personality, they are due only to my own realization and understanding. C.D.P. has neither helped, nor hindered me. Before I was in too much of a hurry to complete my school life. However, now that I have spent a whole year of my life wasted in a school of lesser quality, I have decided to ignore my year's credit and get real education outside of the City University. I was not prepared for the inefficiency

I found nor was I prepared to be taken under the wings of a mother hen, and treated like a stupid little college kid. I could not take this kind of treatment from anyone. The C.D.P. was terrible. It was a little family of a program, nothing like college life. I feel that the C.D.P. program could have been a worthwhile endeavor, however, it proved to be a miscalculation, as well as a disappointment, and run with incompetence."

Three years prior to her nomination Louella came from the South to Harlem with her parents and younger sister. Her father worked for a music publishing firm, earning $87 a week, and received $20 a week as a veteran. Her mother was a high school graduate and her father had a college degree.

Louella graduated from high school with a 79 average. In recommending her to the CDP, her high school principal wrote, "Louella insists that she can pass all the subjects but does not put all her energies into her studies. She did attend the after-school tutorial program in French and passed the City-wide examination.

"Once she is motivated, she can succeed in any endeavor. I believe that Louella has not reached her true

potential. She is a creative and talented young woman. This program can really help her and motivate her to do well. She has a talent for creative writing, in prose and poetry. She devotes most of her time and energies to this field, therefore she ignores her remaining studies. On the other hand, she wants to further her education."

Interestingly enough, this recommendation seems to have been truer than even Louella expected. In 1968, after marrying, Louella re-entered CDP and is now working for her A.A.

CASE 4

WILBUR

In recommending him to the CDP, Wilbur's high school principal wrote, "Wilbur's I.Q. of 118 coupled with his score in the 80th percentile on the Iowa test, indicates that he is capable of handling college work effectively." In spite of his potential, Wilbur graduated from high school with an unimpressive average of 72.

His family and home situation might have had much to do with Wilbur's poor achievement. A $60 a week pension was the only income provided by his parents, neither of whom had completed grade school. However, Wilbur saw his problem another way. "The only obstacle I have had thus far is trying to become accepted by my fellow man. When I went to school in Queens, I was one of a handful of Negroes in the neighborhood, and my neighbors and I had to learn to live together. After I moved back to Manhattan, and was in Junior High School, I was the only Negro in my class for two years."

His high school principal also said, "I believe he is the victim of a poor self image, as a result of being

a member of a minority group, in addition to the fact that he had no successful model with whom to identify. He was willing to sell himself short academically and settle for immediate satisfactions because he saw no opportunity for a member of his race to achieve a position of distinction. However, increased maturity has led him to realize that he will be a happier person, who is able to contribute to society, if he fulfills his intellectual potential. I believe if given this opportunity he will be successful."

In his application to the CDP, Wilbur wrote, "I would like to go to college for a few reasons. The main one being that I would like to be a teacher, and in order to become one you must go to college. I think that I have the ability to become one because I have been working with children for a few years, and last summer I held a job in a Children's Aid Society summer camp, and enjoyed teaching and just being with them."

Wilbur was enrolled in community college in 1964 as a CDP student and was dismissed because of academic failure a year later. However, he has continued on a non-matriculated basis and reported that he was working and expected to continue with college until he received his M.A. degree.

He felt that personal difficulties had prevented him from doing school work. He said that his chief difficulties in school were, "to really apply myself to work, and getting and maintaining good study habits. Also not having a goal in life." When asked about problems outside of school he wrote, "Having to come home to the same environment. Having people whom I really know and live with not caring if I make it or not was another obstacle."

College seemed to have more profound effects on Wilbur. "Some of the ideas and plans I had already made did not seem as important now as they did before I started college. I have a different outlook on life. It's not one in which I feel I should make as much money as possible, but one in which I would like to be able to help my fellow man." When Wilbur left high school he wanted to be a high school teacher. Now, he wants to become a minister; the reason: "A love for God, and a determination to help my fellow man."

CASE 5

MAURICE

Maurice withdrew from CDP in 1965 after completing one year. His reasons for leaving were evidently financial; he was offered an opportunity to train as a buyer in a sportswear firm, and felt that he needed to earn the money to support his mother. While in college, he held two part-time jobs, one in a meat market, the other in a department store. The $70 a semester he received from CDP was simply not enough for him. While at college, Maurice lived with his mother and four younger brothers and sisters in a five-room apartment in the Bronx renting for $35 a month. The family was dependent on alimony from Maurice's father, a truck-driver, since Maurice's mother did not work.

Maurice's guidance counselor felt that financial problems were not the whole story; he wrote, "Maurice does not get along with his father. He feels that he must get a job in order to become financially independent. He seems to be under pressure all the time as a result of a combination of factors - his home situation, part-time jobs, and

higher level of competition in classes than he had expected (possibly because he is not very verbal). The overriding factor, however, seems to have been his home situation."

A point not mentioned by the counselor is the fact that it seems that Maurice left school to obtain a more immediate success. His reasons for applying to college indicated this: "I would like to go to college because people who have a college education obtain better jobs and positions. And in this modern day and age with automation setting in and replacing many unskilled workers, a higher education is constantly being called for, to meet with these problems caused by automation and to train these unskilled workers in other fields. So I feel by going to college I will get a better job and a more secure one." In addition, Maurice had applied to two other programs, the Chase Manhattan Bank trainee program and the CCNY Baruch evening session in accounting. With these facts in mind, it is easier to understand why he did so poorly in his academic courses in high school and college. Between his emotionally difficult home life and financial instability, the college experience simply did not provide the material advancement he seemed to need.

SECTION V

RECOMMENDATIONS FOR THE PROGRAM

1. A Course in Community Resources. A relatively large number of respondents, especially dropouts, reported that personal and emotional problems were impeding their ability to study and hindering their chances for success in college. In defining their personal difficulties, frequent references were made to family and social problems beyond the individual's control and, by implication, insurmountable even with the kind of help ordinarily provided by college counseling services. The services that seemed to be indicated for these complex problems were psychotherapy, family and marital counseling, and assistance in securing employment, housing, recreational facilities, and financial help for themselves, their parents and siblings. Only with massive assistance of this sort could these students become free to pursue their academic careers with a minimum of personal and family conflicts.

New York City has a large number of social and medical agencies which provide a wide range of services to individuals and families. Unfortunately, these

facilities are not optimally utilized because the students are either unaware of their existence or do not perceive the direct applicability of the services to their own problems. Increasing the ability of College Discovery students to take advantage of existing community resources would, in the long run, be far more economical and feasible than trying to provide these services within the College Discovery Program. The drive and personal initiative that CDP students have shown in overcoming obstacles and entering college increases the likelihood that they will be accepted for services at social agencies.

A course in Community Resources should be provided, either during the first summer or the first semester, for all students who enter the College Discovery Program. This course which might be developed in consultation with a School of Social Work, would acquaint students with the means of identifying problems and with the approaches to be used in securing appropriate help. Ideally, this help would be secured by the students acting on their own, without taxing the counseling services at the college. In addition, students would be in a better position to refer members of their families to the appropriate resources.

Ultimately, the course would help in the dissemination of this much-needed information within the communities.

While the initial establishment of the course would entail some expense, it would be economical in the long run, since it would indirectly extend some of the benefits of the College Discovery Program to entire family units. It would also be a preliminary step in establishing a philosophy of helping whole families to pull away from a poverty culture rather than alienating individual students from their families.

2. A Course in Study Habits. A repeated theme in the responses to the follow-up questionnaires was difficulty with study habits. Students generally felt that they were unprepared for the amount of studying necessary for success in academic work.

Although there were instances in which the underlying study problems were personal and emotional or due to the lack of adequate facilities, for many students study problems reflected the lack of necessary skills and devices for effective and constructive use of time.

Students were generally aware of their need to improve study habits. An overwhelming number agreed with

the statement that "a course in study habits should be given in the summer, prior to admission to regular classes." The course could provide tangible suggestions and actual practice in reading textbooks, taking lecture notes, reviewing for examinations, and tackling difficult subjects. It could also be used to assist students to understand and cope with the factors which generally act as deterrents to learning.

3. Exploration of New Instructional Methods. The College Discovery Program provides an excellent opportunity for testing innovative and imaginative approaches to compensatory education. The program could serve to introduce and validate new procedures and instructional devices such as programmed instruction, teaching machines, and audio-visual equipment. These could be used to replace or supplement more conventional methods of remediation. Although no single system or technique has to date proven consistently superior to any other, a progressive outlook suggests that any approach grounded in a responsible remedial philosophy be given a fair trial.

4. Early Identification of Student Needs and Deficiencies.

Effective plans of action to assist students require early identification and definition of individual needs and deficiencies. The summer sessions could be utilized toward this end by introducing newly-designed or established diagnostic tests suitable for this type of population. Further, counselors should be encouraged whenever possible to participate in the evaluative activities during the summer program.

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