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ABSTRACT
More and more colleges and universities are providing special compensatory programs for students coming from socially, economically and educationally disadvantaged backgrounds. The first part of this report discusses the general attributes of these programs--the admissions process, recruitment procedures, financial aid, pre-college courses and visits, and academic and social counseling. The second part reviews some of the accomplishments and implications of the programs, including their impact on various constituents of the university community. The third part examines in detail the characteristics of successful compensatory programs at 16 colleges and universities across the country. (JS)

COLLEGE COMPENSATORY PROGRAMS FOR DISADVANTAGED STUDENTS

William T. Trent

Report 3

ERIC Clearinghouse on Higher Education
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September 1970

FOREWORD

The ERIC Clearinghouse on Higher Education, one of a network of clearinghouses established by the U.S. Office of Education, is concerned with undergraduate, graduate, and professional education. As well as abstracting and indexing significant, current documents in its field, the Clearinghouse prepares its own and commissions outside works on various aspects of higher education.

This paper, the third in our series of commissioned reports, is concerned with compensatory programs at the university level for academically disadvantaged minority group students. Its author, William T. Trent, is the director of the Educational Opportunity Program at The George Washington University, Washington, D.C., and his discussion reflects the view of an individual deeply involved in the day-to-day administration of a compensatory program. The report is divided into two broad sections: the first reviews the general features, problems and implications of special programs, and the second summarizes the components of existing programs at eighteen colleges and universities.

Carl J. Lange, Director
ERIC Clearinghouse on Higher Education
September 1970

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In a speech to the United Negro College Fund, U.S. Commissioner of Education Harold Howe said:

> Nearly two centuries after the Declaration of Independence, a century or so after the Civil War and the passage of the 13th, 14th, and 15th amendments to the Constitution, we ought to have progressed beyond the point where we have to think of Negro Americans as a separate and distinct group requiring special adjustments in higher education--and indeed in all levels of education and in other aspects of our national life as well.

He went on to cite the gaping disparity between rulings of the Congress and courts and efforts to use these instruments as a means of bringing American blacks closer to full citizenship. The complicity of higher education institutions in this seemingly systematic exclusion of a black and largely poor minority from the mainstream of American life is reflected in the fact that blacks constitute only 6% of the total national college enrollment.

Because the university represents the formal means of perpetuating a nation's knowledge, values, goals and attributes, it is logical that it should be examined for failing to practice what political and educational leaders preach. For, despite their humanistic rhetoric, the majority of colleges and universities have not recognized, or are only beginning to acknowledge the pervasive effects of racism, our major social problem. The efforts of some universities to re-evaluate their policies and to provide more educational opportunities to black and poor students have been spurred by the impatience of today's minority generation which is unwilling to accept traditional promises, platitudes and pacification.

Although circumstances, such as the lack of background knowledge or resources or pressure to take immediate action, have hindered the proper development of many special compensatory programs, some universities have designed programs which *are* beginning to serve black and minority students. The effects of the structure and nature of these programs can generally be felt, and usually seen, on the operation of the university (in its allocation of resources, admissions process, curriculum, teaching practices, etc.), on its members (students, faculty, and administration), and on the community beyond the university. It should be noted that programs that are not carefully designed are often exclusionary and degrading, and they seldom achieve the desired goals of either the student or the university in the long run.

The first part of this paper will consider the general attributes and problems of compensatory, high-risk programs at the university level. The second will discuss some of their accomplishments and implications. The third will examine in detail the characteristics of successful compensatory programs at 18 colleges and universities across the country.

I. COMPONENTS OF HIGH-RISK PROGRAMS.

Background

Before the existence of high-risk programs, most black students on white campuses were there as a result of athletic prowess or outstanding academic performance. Admissions policies requiring certain academic credentials usually eliminated, and still do eliminate, many black high school graduates as well as other minority and/or poor students from the competition for college space. Thus the initial stage of most efforts to increase black enrollment was to design programs that would enlarge upon some of the standard requirements for college acceptance. By definition, they were seeking "risk" students–youngsters whose academic credentials fell noticeably outside those of the student body at a particular campus.

The target population of most programs which have come about since 1965 is generally described as culturally and/or economically "disadvantaged." This designation includes black youngsters whose homes and communities lack the financial and educational advantages of predominantly white communities. The students themselves occasionally lack clear evidence of academic skills and abilities suitable for college but they do indicate that they possess the qualities deemed necessary to overcome these drawbacks and profit from higher education. Far from all or even most colleges are going this route. The colleges' primary interest is still the black or poor student who is identical to or who most closely resembles the standard white university student. However, on some campuses where student organizations–particularly black students' organizations–are active, the policy of seeking black high school graduates in the top 10% of their class has been successfully challenged.

Today we are witnessing a proliferation of programs for high-risk students. Colleges have found that competition for the black student in the top 10% of his high school class is keen, not to mention the fact that full enrollment of those students qualifying would not substantially increase the total national pool of black college students. They have therefore been forced to seek students not in that percentile ranking. This departure from past policy has produced, in many instances, programs that are imaginatively designed from the recruitment of disadvantaged students on through to their eventual placement.

"Risk" programs almost always include, in varying degrees, the following components: flexible admissions criteria; special recruitment procedures; provisions for financial aid; provision of a pre-college experience; and personal and academic counseling.

Admissions Process

The waiving of traditional admissions requirements–the crucial first step in high-risk programs–is a result of the realization by college administrators that the poor academic credentials of black and poor minority students are a direct reflection of the quality of their environment. The fact that most standardized tests include items either absent from or inadequately introduced into that environment makes them an unfair measure of the ability or potential of most black students. The current condition of most urban elementary and secondary schools combined with the lack of cultural and intellectual stimulation outside the schools ensure a low score by most of these students.

Although recent reports indicate a good deal of success with disadvantaged students as a result of flexible admissions requirements backed up by supportive services and programs of the university, many colleges reject involvement arguing that compensatory efforts are not the responsibility of higher education institutions and/or the proven reliability of traditional admissions selection methods and instruments is too strong to deny or relinquish them. Furthermore, they insist that admission of the academically deficient student will damage rather than assist the student.

Two responses can be made to these arguments. First, the admissions process should not select only those guaranteed to succeed, but should detect those students who show enough potential to grow, change and profit from the college experience. It is then the responsibility of the university, as well as that of the student, to use its resources and facilities to bring about that g wth. Second, the size of the task at hand should not allow anyone to divorce themselves from responsibility and commitment. To use a current statement which is still not clearly understood, "you are either part of the problem or part of the solution."

The existence of supportive resources at a university plainly influences the degree of flexibility of the admissions process. Schools that are able to provide a comprehensive program for disadvantaged students can afford to focus on youngsters who would normally be inadmissable almost anywhere in the country because of poor achievement records and low CEEB scores. "To beat the system," admissions directors in such places as Bowling Green State University have used more subtle techniques of evaluation, such as identifying and working with certain problems and testing performance in special pre-college classes.

Personal recommendations are found to be heavily relied upon by many schools, including Lehigh University, Rutgers, and the State Colleges of New York. Wherever possible, in fact, the majority of schools favor personal interviews as the best means to determine a student's motivation. *Motivation*, it should be noted, is considered by many schools to be a key factor in predicting achievement.

The student's considered potential as evidenced by his motivation is also the dominant factor in selection policies of institutions that are unable to provide broad programs. These institutions limit their search to students with C averages and low board scores, students who would suffer less from lack of preparation than from competition in college with white peers. Bowdoin College uses this approach and allows up to two failures the first semester and the option of lightened course loads. It provides no remedial course and little tutoring or counseling.

Recruitment Procedures

There are many good sources of potential students. A university should immediately establish contact with the high school principals and guidance counselors in its area and with civic and community leaders. The personal evaluation by an individual qualified to judge a student's motivation and determination has proven to be a valuable criterion for ascertaining the disadvantaged student's future success. Many of us have available the resources of local community organizations: PTAs, churches, the NAACP, Urban League and the Boy and Girl Scouts.

Another good source has been the National Scholarship Service and Fund for Negro Students. These organizations maintain registers of economically deprived students and refer them to schools where they are likely to receive aid toward their education. The students are generally well prepared but require substantial financial support. Finally, federally funded projects such as Upward Bound and talent search organizations such as Project OPEN in Washington, D.C. have proven to be good sources of students for many schools. The use of these sources does not entail a substantial financial outlay by the university.

The consensus on how to approach community leaders and potential students is that personal contact is the best method, although initial contact with as many persons as possible should be made by mail. Letters should be informative and give their recipients some insight into the university program and information about the institution. Following the mailing, personal visits should be made to all high schools and as many other people as practicable. The final stage should be visits to the schools and organizations by recruiting teams.

The makeup of these teams is crucial. A credibility gap will develop if the teams are made up entirely of admissions officers, for black communities have learned to distrust white men bearing gifts. For this reason, students already in the program and other black students on campus should comprise a part of the team. This arrangement provides for a balanced picture of the academic possibilities, the program itself, institutional procedures and student life at the university. Bowling Green, Hofstra and the State Colleges of California report great success in using students as recruiters. Their student recruiters are usually given some training and remuneration.

Colleges have learned there is no substitute for personal contact, and the more extensive it is the better. The College of Saint Elizabeth reported 100% retention of disadvantaged students through its use of Upward Bound as a source. In this case, they contacted each student in his junior year of high school and maintained that contact right up to college. Gannon College and Grinnell College both recruit students through tutorial programs set up in inner city high schools. Either of these avenues of approach has the additional benefit of enhancing the school's image in the community and thus making it possible to attract local students.

Gannon College also reported success with its summer trial admissions as did Emory University's Law School. This plan calls for students to perform college-level work in regular college courses during the summer. Successful completion of the courses is rewarded by academic credit and admission to the institution.

An approach which has great merit in the view of many administrators experienced in this area is the method used by Bergen Community College. Here, the principal and counselors of each high school in the area recommend a student who meets the following criteria:

1. His chance of admission to any college is slim.
2. The principals and counselors are convinced of his potential or ability.
3. He is well motivated.
4. He is deprived culturally, economically, physically or socially.

A six-pronged recruiting program will attract not only students eligible for special risk programs but also students who would be qualified for regular admission and scholarship aid.

1. Recommendations from principals and counselors
2. Recommendations from community organizations
3. Talent search projects
4. An Upward Bound or similar "bridging" program
5. Visits by a recruiting team
6. Personal interviews with and campus visits by the potential student

Financial Aid

The lack of funds has always been recognized as a major hurdle for black and poor students to overcome in order for higher education to become a reasonable goal for them. Economic statistics are no longer required to emphasize the impoverished status of blacks and other minorities. Despite common knowledge, however, it was not until the latter half of the 1960s that the badly needed Educational Opportunity Grants were established by the federal government. Yet this effort, along with the federal loan sources, state loan programs, scholarship programs and public and private institutional awards, has not been enough to foster the desired dramatic increases in black enrollment, even in predominantly black institutions.

Low socio-economic status fosters a cluster of deficits both obvious and suspected. It is clear that low-income residential areas have a correspondingly low tax base. The community's tax base, in turn, has a sizeable and demonstrable effect on the quality of public education in that community. If the lack of preparation resulting from poor schools is compounded by the inability of a black student realistically to consider a college education while living on a welfare budget, what is the likelihood of encouraging him to stay in school and do more academic work? His question is simply "Why?" A significant effort must be made to increase and demonstrate the opportunity for higher education and the financial assistance necessary to take advantage of it. This must begin at the very beginning of the educational process.

Many financial aid offices will have to consider "new" variables when estimating the needs of black students, even though the family's financial picture may often appear quite simple. For instance, the absence of a male student who has been working and providing a needed amount of income to his family will be sorely felt while he seeks his education. Although a black family's income may seem adequate, the parent's confidential statement often lacks the sophistication to locate their indebtedness. Another factor is that financial aid for a student admitted into a compensatory program is probably going to have to be awarded over a longer period of time. A minimum of five years of financial aid for each high-risk student should be budgeted.

At the institutions discussed in this paper, financial aid is awarded at the necessary level for the students involved. A variety of sources are used, and state institutions seem to fare better, with their lower tuition, and federal and state resources. To increase substantially the percentage of blacks and poor minorities in school, however, we will have to count on more efforts similar to the Pennsylvania Higher Education Assistance Agency's recent creation of a financial assistance fund for students whose combined score is 800 or below on the CEEB.

Pre-College Experience

The importance of a pre-college experience cannot be overstated. The rewards far outweigh the cost even in the most minimal efforts.

To begin with, in situations where blacks are brought into a predominantly white environment, the environmental differences, negative responses and reactions, and disguised or subtle hostilities, can each independently set the student upon a dead end course—a road mined with frustration, anxiety, a degree of disorientation, alienation and disaffection. And certainly none of these lead toward assimilation, integration, pluralism or strong academic performance. The psychological implications of such situations have not yet been adequately measured. The demands for self-control and adjustment on the part of the disadvantaged student are taxing, and we are now only beginning to see reciprocity in terms of demands made upon the university for adjustment and growth. There are those who will contest that much of the above is overstated inasmuch as a number of blacks have successfully achieved degrees at white campuses without any overt signs of psychological damage. I would urge those critics to examine the nature of the black student's social experiences, extracurricular involvement with his classmates, and his role as perceived by black associates not on campus with him.

The pre-college program is intended to be a bridging experience having both social and academic goals. The programs that exist range from those that include students at the 9th grade level (Upward Bound) to those that offer a one-year trial experience on campus (e.g., The Brandeis Transitional Year Program). For schools recruiting the minimal risk student, the pre-college experience may be as brief as a 5-10 week in-residence summer orientation program. In general, the programs are at least conceptually designed to meet the social and academic needs of the target population.

Academically, these programs are compensatory in content. The programs attracting students at the high school level are both remedial and complementary to past knowledge. They are designed to re-acquaint the student with subject matter he has encountered and build more depth into his comprehension. Obviously, communication skills are of primary concern. The other critical areas, as history and experience teach us, are math and the sciences.

Programs at the college level, offering what is generally referred to as a transitional year, are quite similar to the above programs with the exception of time length. Transition is ac-

cepted in this context to mean a growth from one level of ability to another higher level, a growth which should enable the person to handle capably a college curriculum. In most instances, the transitional year offers remedial courses in English and math for no credit and up to six hours of credit for courses in the humanities. Because of cost, these courses can generally be offered only where such low level courses already exist and can be expanded, or where the necessary resources can be obtained to develop such a program. The costs then would include salaries, materials, space and, of course, tuition.

The shorter programs (6 to 8 weeks) are generally orientation periods that essentially serve two academic purposes. One is to acquaint the student with the level or quality of work he will be expected to produce, with the nature of the materials, and with the faculty. The second purpose is to detect skills and weaknesses. When these programs are conducted on campus, they have the added advantage of providing an adjustment period for both the campus community and the student.

A pre-college experience then is quite valuable not only for the obvious academic and social adjustments it requires of both the student and the institution, but also for the informational exchanges it affords—a benefit that is often overlooked. Frequently, even basic assumptions in the academic community are foreign to disadvantaged students, and the misconceptions of the students are, in turn, surprising to the campus community.

Academic and Social Counseling

The overall structure of a risk or compensatory program could be extravagant, yet the effort could still run aground. There are two components which are essential if black and poor minority students are to achieve desired results from these programs, and both are broad in scope. These involve the offering of various forms of academic assistance and extensive personal guidance.

Academic counseling begins with the college's initial contact with the student. The provision of information on procedures, types of opportunities or types of assistance available are fundamental functions of any admissions office, but a new kind of sophistication is necessary when dealing with the black and poor student. We must overcome his suspicions, distrust, and disbelief in us and in himself. I recall one student who called daily, sometimes twice a day, to question me about the adequacy of her test scores, although I continually insisted that I would be considering *all* her personal and academic attributes. Even her mother called, which indicates an occasionally overlooked counseling need. The black family is often so alienated and leery of gift bearers that additional time must be spent in counseling them. These efforts are necessary to maximize the student's confidence and performance.

The counseling relationship then is established in the recruiting process. This format should continue throughout the admissions procedures. When it is possible, the same person(s) should remain in contact with the student or, at least, accessible to him until he has graduated into the "regular" current of university life. Although most students have this aid available to them, there are few who don't experience at least a mild form of isolation initially, even on small campuses. This cannot be allowed to happen to high-risk students, and they must be approached in such a way that their integrity and identity are affirmed. In the admissions process, the counseling should be consistent with what the school has to offer and with what a student needs.

Compensatory programs generally consist of a mixture of remedial courses and reduced class loads, or a reduced class load, tutorials, special reading assistance and study skills clinics. The students should be given counseling not only on how to adjust to these schedules but also on how to handle particular subjects and fields of study. Any school attempting to attract black and poor students who differ substantially in academic preparation from their traditional population must allocate the necessary resources to meet the academic needs of these students. If disadvantaged students are not given the opportunity to master the academic skills necessary to compete in college, then the prophecy that flexible admissions policies lead to a lowering of academic standards becomes a self-fulfilling one. Whatever the nature of the program, the absence of an adequate deployment of academic assistance only aids those who scorn the concept of university-level compensatory programs and depend upon attrition to bolster their seemingly racist position.

After enrollment, the students need guidance in adjusting to the social environment of the college or university. The black student will particularly need this type of counseling, and the availability of a black counselor is of major importance. Counseling a student in this area is an unending role. As many have observed, there can be little academic growth when there is little satisfaction with the social environment. My experiences lead me to suspect that reassuring a student that his abilities are adequate is often enough for the majority of youngsters. Basically this involves changing the student's unfavorable self-image—an image that is generally the result of discrimination and other circumstances over which he has had no control.

II. OVERVIEW OF ACCOMPLISHMENTS AND IMPLICATIONS

The implications of the establishment of high-risk programs by predominantly white universities and colleges are broad and extend into many areas of education. The aims of these programs—whether educational or political—must be considered in terms of both the interests of the academic and the wider communities.

There is a variety of programs, and specific institutional objectives differ somewhat; but all of the programs share two goals: (1) to increase black enrollment on campus; and (2) to expand the total pool of blacks in college. Generally, institutions that initiated compensatory programs before the widespread campus upheaval following Martin Luther King's assassination seem to have more soundly structured programs. More comprehensive services are offered and the program it-

self is incorporated as an item of priority in the institution's development plans. Programs that were created as a result of student action are usually more tenuous in the sense that they generally represent extensions of an already taxed, and occasionally overtaxed, system, and their problems are usually compounded by the lack of adequate planning.

The decision to increase black and poor minority group representation on white campuses has political overtones and implies controlled access. Nevertheless, schools will have to decide, either overtly or covertly, to "reserve" a more substantial proportion of their spaces for risk students than they have in the past. It is a difficult decision given the fact that the total number of students seeking entrance to college is certainly not going to decrease.

Predominantly Black Colleges

It remains to be seen if compensatory programs can or will expand the pool of college educated blacks and poor students. One very important index to watch is the enrollment on predominantly black campuses. There is a great deal of concern over the fact that these institutions are experiencing a serious brain drain at all levels. Just as the NCAA pursued black and other minority athletes after realizing their excellence, recruiters are now avidly seeking talented black students. The black campus which has suffered for years from the need for greater financial assistance for students, staffing and facilities, now stands to lose its standard bearers unless white colleges are sincere in claiming they do not intend to select only the cream of the crop. There are many who feel that it is an issue now of survival of the fittest, which would seem to indicate that, in this unequal race, the black campus will be left with those students who are least financially and academically prepared. Or, with no students at all. Black state institutions face less danger than those that have not come under recent federal rulings regarding the racial composition of federally supported public institutions. Hopefully, the student body will grow at these private institutions, and they will survive.

Some predominantly black campuses, such as Virginia State College at Ettrick, already report that some of their departments are being terminated and merged with those of white state institutions. The students believe that this will lead to the closing of other departments in which enrollment is low, such as physics, and eventually to the closing of the entire school. The alternative is to follow in the footsteps of West Virginia State College, which has gone from predominantly black to predominantly white in less than ten years.

On private black campuses, it is becoming increasingly difficult to raise tuition to meet costs and still remain competitive with neighboring state institutions. The one comforting fact is the need to increase the total number of college spaces available to the total college-age population. This will necessarily prolong the existence of the predominantly black campus. It should be possible to follow federal rulings without destroying the black campuses. Basically, of course, in order to increase black enrollment nationally, we cannot decrease the enrollment on black campuses.

The outstanding factor however, with respect to accomplishing either of these goals, is the availability of money for tuition support. Currently there is just not enough in private, state or federal resources. The District of Columbia is in particularly bad straits for it has very little money other than loan funds to assist its students in attending college. More efforts like the Pennsylvania state plan will have to be undertaken.

Institutional Responsibility

Colleges and universities sponsoring compensatory programs have indicated there were essentially two considerations prompting their involvement. First, some (George Washington University, Bowdoin College, Southern Illinois University, University of Wisconsin, Antioch College, Ripon College) view their program as a part of their responsibility to the local black community and the black community at large. Second, other institutions express a need for a more heterogeneous population, particularly with respect to the percentage of their black enrollment.

Although these are both very noble goals, the first is far more legitimate than the second. The predominantly white institution has a very substantial responsibility to the local and national black community. Whether viewed as reparations for past injustice or humanism, this responsibility is real. It is real for economic reasons, if nothing else. State supported institutions take a very sizeable chunk of our tax money. Both state and private institutions operate on a tax-exempt basis in high cost areas; thus they receive support from a population which has not been allowed to benefit from the presence of these institutions.

It is legitimate also for these institutions to speak of responsibility because, as educational institutions, they are responsible for the perpetuation and development of knowledge, and not for determining who shall participate in that perpetuation and development. In addition, most institutions have pledged to provide equal educational opportunities, and their actions should therefore be consistent with their stated aims.

One obvious effect of viewing these programs as responsibilities rather than as indications of institutional generosity is to relieve the disadvantaged students of feelings of gratitude. Too often, the black and poor minority students have taken unnecessary time to thank administrators in predominantly white institutions for "allowing" them to enter. The fact is that the institution should feel obliged to have them.

The objective of "creating a heterogeneous student body" again implies controlled access and contrivance. Many within institutions justify this purpose by saying that it would afford the traditional student with a truer picture of what society is like. I question whether this view of an integrated society is, in fact, truer. It seems to be a goal that would fulfill a "white" institutional need. It does not mention the needs of the black community; and the fact that a black student might profit from the college experience seems a byproduct of the central aim. Conceivably, from this viewpoint, only certain kinds of blacks would fit the institution's needs.

There are many who insist that it is preposterous to assume that these goals interact with the operations of these programs or with the motives and actions of the individuals working in these programs. I agree to an extent. But, limitations on the number and type of students and the quality of services provided are determined in part by the stated goal. Furthermore, the stated purposes tend to affect the student's feelings toward the university. If the student believes that the institution is only trying to improve its image and that he functions only as an instrument toward that end, he is bound to react with some degree of hostility. In contrast, if the student can perceive the institution as existing to help him meet his needs, then he can begin to develop his own expectations of the institution—an important psychological step for a heretofore alienated individual. As a self-determining person, he can comfortably "use" the institution's resources and facilities.

Areas of Change

The effect of high-risk programs on the institution involved is substantial. The cost alone of undoing the damage produced in part by seriously deficient lower level schools is high. At George Washington University, for instance, the direct administrative and program costs plus tuition run about $3,000 per student per year. It follows then, if recent trends increase, and they must, that there are some sizeable problems ahead in college financing.

There are more than financial concerns though. There is clearly a need to develop a new set of testing indicators to be used in the admissions process. We must examine the admissions process to discover the actual relationship between it and academic standards. The experience of compensatory programs seems to indicate that traditional admissions criteria are of little value in predicting the performance of disadvantaged students if these students obtain some academic assistance.

Compensatory programs are also exposing a need for change in many aspects of educational methodology. Courses are becoming more problem oriented and more relevant to black experience. The need to overhaul the curriculum in teacher preparation is particularly urgent. This must be done so that elementary and secondary systems can begin to provide the services to the black and poor communities that they do for the white community. If better avenues of communication were established between the public school system and colleges and universities, need for compensatory programs and the tensions caused by substandard schools and teachers in the black community would decrease.

Risk Students

A major concern of university officials in charge of compensatory programs is that it is an injustice to assign risk students academic chores, obligations or challenges that they are just incapable of meeting adequately. However, it is very important for black, the poor and other minorities to begin to participate in determining their futures without the traditional controls that have thwarted their growth. This freedom would encompass the freedom to fail.

As we work to prevent these students from becoming attrition figures, our protective concern is transmitted to them and is often interpreted as paternalism. The services we provide must assure the student of the required amount of assistance, not attempt to guarantee him success. Too much overseeing and guidance restricts ambition and independence. The student then experiences a rather abrupt change from a somewhat non-assisting environment to an over-assisting one, neither of which are particularly conducive to personal growth. Unfortunately, when predominantly white institutions or white individuals do begin to assist the black community or individual, they generally tend to over-assist. This act of benevolence often becomes repulsively condescending in the eyes of the student or degrading to his ability.

The positive impact of such programs on the risk student can be broad. The level of attention given him, if initiated properly, can reassure him that he has the ability to succeed and bolster his confidence. This reassurance is an essential ingredient of these programs and crucial to their success. It minimizes the cultural shock resulting from environmental differences, or softens the impact of change. A very simple example of the right approach is to begin by exploring with the student the reasons why he should perform. Risk students, like many others, but more so than most, must be made to realize that it is their responsibility to capitalize on the opportunity for their own benefit. The investment the system has made in them is their just due, but they now must make use of it for their own futures.

Administrative Impact

Rather than delineate all of the moves required of the college or university in order to be responsive to this new student group, it is more informative to look at the major areas of impact on the administration.

To begin with, the university administration has to make certain financial decisions when compensatory, high-risk, or other special types of programs are initiated. Careful financial considerations are necessary in order to anticipate the broad range of costs incurred in programs of this type. The existence of effective programs generally indicates that the administration has developed and supported these programs and/or the institution has received outside financial assistance from public or private donors. In either instance, the amount of money involved has to be large. Depending upon the scope of the program, the cost may begin at $100,000 and continue upward, based on program provisions and institutional costs. Sometimes, campus pressure is necessary to insure the best and quickest response from administrators who have been reluctant to initiate needed efforts.

With the presence of larger numbers of non-white students, administrators have found themselves with more than just financial concerns. University officials are now striving to examine the implications and possible interpretations of their decisions. While they may have been able to deal with demands for relevancy from their traditional student population, they are certainly beginning to feel inadequate in meeting the same demands from students coming from "separate but equal" en-

vironments. This realization has resulted in another headache for black colleges–the loss of black personnel. Many blacks have been hired, as the "resident black specialist," to work with black students. This is not to say that this type of employment is necessarily bad, but it is evident that black administrators in such work situations do feel some contempt for the inability, anxieties, and frustrations of the university.

The contempt usually revolves around the painstaking nature of the decision-making process. When administrative decisions are made that may relate to black students on campus, it is very necessary to have insights into the black students' needs, aspirations, and circumstances. The fact that each of these insights must be debated carefully before a decision is reached reflects the lack of confidence in black ability–a product of limited past experiences.

In terms of time alone, the administrative role is as important as the faculty role, for the student is continually affected by the operation and governance of the university, and by the organization and functioning of the program.

Faculty Responsibility

The faculty member in any university is immediately the most vulnerable to the impact of the compensatory program simply because he has the most direct contact with the student. Already faced with demands for relevancy, he is now presented with a type of student with whom he is completely unfamiliar–a student having few, if any, of the indications of sophistication that most faculty people recognize. The fact that this situation may be combined with the existence of distrust or dislike on the part of either the student or the teacher further removes it from the traditional educational setting. In addition, it is the faculty member's responsibility to meet the student's demand for fulfilling his educational needs. These needs are, however, the most contested issue in higher education.

The easy answer is, of course, black studies. But black people have played a greater role in history and contemporary life than is depicted by ostentatious special subject areas. If a faculty member is competent, he will find and teach materials essential to both his field and to the learning and development of *all* his students. All courses should be systematically inclusive of pertinent information, a great deal of which will, by nature, be concerned with black cultures and experience. Intellectual skills must be provided to the disadvantaged student. Making him feel comfortable in class is not enough, although satisfaction of personal and social needs will enhance his ability to achieve scholarly goals.

The Other Students

Much discussion has been given to the general impact of compensatory programs and of non-white students on the predominantly white campus. However, the objectives of some schools initiating such programs indicate that some of our attention should be devoted to the response of the traditional student community.

It is the intention of some of the schools involved to provide white students with some exposure to achieving black students. Having previously stated my misgivings about such objectives, I must also observe that regardless of whether this goal is announced, it will certainly occur. These contacts are inevitable and essential if our larger social problems are ever to be approached.

Perhaps the greatest difficulty for white students is to witness or experience the voluntary separations that take place in mixed environments. Although white students segregate themselves through their Greek associations and informal friendships, most do not understand the needs blacks have for forming collectives, for becoming part of a strong identity group before embarking into unfamiliar groupings. With time and a better understanding of similarity groupings, all will grow richer out of the communion of black people, for the social reinforcement black students offer one another is vital to their academic struggles.

Conclusion

These then are a few of the issues and concerns which the introduction of compensatory, high-risk and other special types of programs provoke on the university campus. Hopefully, the observations in this paper will assist those interested in looking more closely at what must be done. That task is essentially to see that higher education makes the necessary financial, academic, administrative, and social response to ensure that the sons and daughters of the black and poor have more and better access to higher education.

III. APPENDIX

THE AMERICAN UNIVERSITY

TYPE OF SCHOOL: American University, a private, urban university, is located in Washington, D.C., and has an enrollment of 4,465 full-time undergraduates. A total of 2,937 are enrolled for full-time and part-time graduate study and more than 9,161 students attend on a part-time basis. American University offers educational opportunities in the arts and sciences, law, business administration and nursing.

NAME AND GOAL OF PROGRAM: Special Program for Inner City Youth. To "assume an active concern for the collegiate education of the disadvantaged, particularly the student from the inner city of Washington."

WHEN BEGUN: September 1968

DESCRIPTION OF PROGRAM: Two events of 1967 served as stimuli for the initiation of the program: (1) some members of the staff became involved in a "talent search" program which later evolved into "Project Open"–Opportunity Project for Education Now; and (2) the summer riots of 1967.

In 1968, 25 students were selected for the program by the Associate Director of Admissions assisted by the staff member of Project Open, a graduate student who was a counseling intern in an area high school.

All applications were reviewed according to their indications of financial need and academic potential. After an initial screening, those applicants who appeared to be eligible for the

program were given a personal interview. In this interview, the Associate Director looked for the student's desire to continue his education and tried to determine his motivation. Candidates still eligible after this interview were invited to apply. The application fee for these students was waived. All other admissions procedures were normal. All students who were accepted into the program were admitted under special grants arrangements. Students who applied but were not accepted were helped to enroll elsewhere. There were ten students in the summer work/study program. The other students had jobs elsewhere. The ten students who participated in the work/study program on campus also participated in a reading and study skills program which was held three hours a week under the supervision of the University's reading specialist. The same program was planned for all students during the Fall. In addition to this special program, the students were to take four regular courses and physical education. Additional counseling and faculty and upperclassman tutors were also provided. No additional personnel was hired for the program.

COST AND SOURCE OF FUNDS: The program provided up to $2,400 for each student. The amount of the award depended upon evaluation of the parents' confidential statement. The maximum amounts of each award category were as follows: $700–University Grant; $800–Educational Opportunity Grant; $500–NDEA Loan; $400–Work/Study (Summer, 1968).

All of the 25 students received University Grants and NDEA loans. Ten received the maximum $800 EOG's; others got smaller amounts.

ANTIOCH COLLEGE

TYPE OF SCHOOL: Antioch College is a small experimental liberal arts college in southwestern Ohio, midway between Columbus and Cincinnati. It was founded in 1852 under religious auspices and became secularized under the influence of later leaders.

GOAL OF PROGRAM: To diversify the middle class white population of the campus, and take on a portion of the responsibility for educating blacks of the surrounding community who, up to now, were considered uneducable.

DESCRIPTION OF PROGRAM: High school students were selected by groups from a small number of metropolitan areas where the College had active personal or institutional contacts, such as co-op employers of Antioch students, interested alumni, or community alliances. During the student's senior year, after acceptance at Antioch, campus visits were arranged. At that time, the students were administered standard tests of intelligence, interests and personality inventories, and diagnostic tests. Financial aid in the form of grants to cover room, board, tuition, fees and a book allowance was supplied. The aid was timed so that the equivalent of the four-year grant would be made over five years (the normal course at Antioch). After three years, students begin to contribute to their own support. Counseling, tutoring and remedial aid are provided but the students are expected to become regular students at the end of two or three years, and are expected to meet Antioch's traditional requirements for graduation.

BOWDOIN COLLEGE

TYPE OF SCHOOL: Bowdoin College is located in Brunswick, Maine, two and one-half hours by car from Boston. The small student body is composed primarily of students from the top 20% of their classes. The school offers courses in the sciences and the humanities and "aims always to give its students a knowledge of the culture of the Western world."

NAME AND GOAL OF PROGRAM: "Project 65." To "broaden its commitment to the disadvantaged, especially the black disadvantaged." By 1970, it hopes to enroll 85 black students.

WHEN BEGUN: Fall 1963

PROFILE OF TARGET STUDENTS: Students generally have had unimpressive high school records and test scores. They have been what would be considered "high risk." In reviewing applicants, admissions officers have looked for evidence of drive and productive use of time in, for example, a job, social or political activity, or in school. There have been no entrance requirements, but "neither degree requirements nor requirements within courses [have been] in any way lowered."

DESCRIPTION OF PROGRAM: Bowdoin is seeking foundation support for development of a tutorial service that would extend through the sophomore year. Presently there is a summer "bridge" program with Upward Bound. In 1969 an Afro-American Center opened. An interdepartmental major in Afro-American studies is being developed. Most students need full financial support.

INSTITUTIONAL EVALUATION: Students generally have done well, some performing at a superior level. During the school year 1968-69, only one out of 33 black students dropped out. There have been problems of adjustment in that half the students have trouble in their first year, especially in math and science, and tend to fail one or two semester courses. SAT scores and high school class standing tend to be poor predictors of college success. Highly motivated students vated students who receive tutoring and counseling do especially well.

COST AND SOURCE OF FUNDS: $150,000 grant from the Rockefeller Foundation.

BOWLING GREEN STATE UNIVERSITY

TYPE OF SCHOOL: Bowling Green State University, a large coeducational state-assisted university with an enrollment of 13,380, is located in Bowling Green, Ohio and offers four-year liberal arts, professional, pre-professional and graduate education.

NAME AND GOAL OF PROGRAM: Student Development Program. To increase the number of black students on its campus and provide them with academic support once they are admitted.

WHEN BEGUN: Fall 1968

PROFILE OF TARGET STUDENTS: Most students have inadequate educational backgrounds for college-level work.

DESCRIPTION OF PROGRAM: The program is coordi-

nated by a part-time director. During the school year 1968-69, the program consisted only of recruiting, tutoring, and a summer bridge program. During the summer of 1969, there were 40 students in the bridge program. Upward Bound students and others were recruited by students hired through the Office of Student Development. Due to its limited scope, the total program for 1968-69 was a qualified success.

The program included the following components in 1969-70. To identify students with potential problems, careful academic and financial screening were conducted during the summer. Weak areas were then strengthened through special classes. A diagnostic testing program was part of freshmen orientation for students identified as potentially having problems, and was administered through the Counseling Center. The results of diagnostic tests were used in conjunction with a personal interview with an academic counselor trained to work with "culturally different" students. He also helped plan class loads, tutoring, etc.

A training program was provided for already successful upper-division and graduate students from backgrounds similar to those of freshmen students. Training began one week before freshman orientation under the supervision of members of the Counseling Center. The students constituted the Student Board of Academic Advisors, performing such duties as supervising the operation of the tutorial center.

The Tutorial Center in the library was manned by tutors with the same backgrounds as the freshman risk students. Student recruiters who worked during vacations in the communities from which they came were trained through the offices of Student Development and Admissions.

An exchange program of black faculty and students between Bowling Green State University and Central State University (or some other black institution) has been proposed. The program could last for a quarter or longer and cost would be limited to travel and incidental expenses. The establishment of a Center for Ethnic Studies is also proposed in response to black students on the BGSU campus. It would possibly be under the Department of Anthropology and be coordinated by a part-time director from a culturally different environment from the students. He would be responsible with its part-time director for the Student Development Program, teach, and obtain part-time faculty, visiting faculty and lecturers for the Center.

Finally, a pass or fail policy has been recommended for these students during their first and second quarters--a time when trouble spots could be detected and "repair work" done.

COST AND SOURCE OF FUNDS: The Summer Bridge Program costs $500 per student.

BRANDEIS UNIVERSITY

TYPE OF SCHOOL: Brandeis University, a small, private university of arts and sciences, is located in Waltham, Massachusetts, ten miles west of Boston.

NAME AND GOAL OF PROGRAM: Transitional Year Program. ". . . To prepare [the students] for the regular course of undergraduate study at Brandeis. Students in the TYP program will be accepted with the explicit understanding that they may attend Brandeis if they perform up to the expectations we had for them when they were accepted. If a student does less well or if he decides not to attend Brandeis, TYP will assist him in gaining admission to another college. It is assumed that such a program will do Brandeis good by bringing greater diversity to its student body, including a substantially higher proportion of Afro-Americans than had attended before."

PROFILE OF TARGET STUDENTS: Twenty-six male students were accepted of which 23 were black. The TYP students could not, at any time, have been considered for the Brandeis freshman class, if for no other reason than lack of a high school diploma. Six were high school dropouts; others had high school equivalency certificates or diplomas from commercial or trade programs in high school.

DESCRIPTION OF PROGRAM: Along with one regular Brandeis course, remedial courses are provided in English and math. The course in literature and composition is devoted to instruction in: (1) grammar and other fundamental language skills, including vocabulary building and spelling; (2) techniques of composition and organization in various kinds of expository writing, e.g., analyses, descriptions, research papers; and (3) reading, including units on the essay, stories, plays and poetry, with emphasis on comprehension. In addition to class meetings, each student meets with instructors and tutors on a weekly basis. During the first semester of the math remedial course, students are divided into four groups based on their familiarity with topics and evidence of exposure to math. During the second semester, the more advanced group and a few individuals from other groups work singly and in pairs with various math professors. Other groups of three to five students continue with the instructors. Physics undergrads regularly tutor the students throughout the year.

In the past the first semester of the TYP seminar was concerned with political and social analysis. Stress was placed on the interpretation of original historical sources and an introduction was given to the use of social-scientific concepts. Students wrote four short papers, a long final paper, and took a final exam. The purpose was not so much to cover a single subject comprehensively as to provide an opportunity for analysis in the social sciences of the sort students could expect in college.

The second semester of the seminar focused on the impact of three persistent leadership types in the Afro-American community--benevolent political leadership, intellectual leadership, charismatic popular leadership--as seen through the eyes of three major black writers. Emphasis was placed on the development of critical judgment, readings and composition of papers. Tutors helped students with research procedures used in formulating central questions or problems, in presenting arguments and evidence, and in making an informed conclusion. The course met 5 times a week.

Both academic and personal counseling is available to TYP students. The students receive financial aid to cover all expenses at Brandeis.

The program is different from other high-risk programs in that TYP students are not freshmen at Brandeis. They take remedial work and, at the end of a year, if they are deemed to be able to handle freshman courses at Brandeis, they are then admitted.

Although the traditional admissions standards have been waived, the University's academic standards have remained the same. Once admitted to Brandeis, the students may still receive tutorial aid, but they are expected to meet the same standards for graduation as any other student.

INSTITUTIONAL EVALUATION: To determine the impact of the program on the students, a questionnaire was sent to 525, but only 40 were returned. All of these felt the program should be continued both to help educate the disadvantaged and to help diversify the predominantly white, middle class Jewish student population on campus. Many faculty members spent considerable extra time with TYP students and expressed gratification when students responded. Some experienced frustration in seeing the definite gaps that exist between TYP students and Brandeis students. They noted that the TYP students' participation in class made discussions more meaningful to all students, especially in circumstances in which the backgrounds and unique experiences of TYP students were relevant. Also, several teachers reported a striking positive effect on themselves as teachers, a revitalization of their consciousness of the teaching process, and an enjoyment of the educational challenge provided by work with the TYP students.

The administrators were shown that such a program can succeed.

The University community itself became more involved in the problems of black people by helping to set up the program. The ghetto community was influenced by the success of their own members—i.e., if someone else in my situation did it, so can I.

COST AND SOURCE OF FUNDS: The University had to raise $90,000 for the first year's program—$18,500 in contributions from the Brandeis community, $40,000 from Upward Bound, and with President Sachar's help, $30,000 from the Zale Fund.

THE DEFIANCE COLLEGE

TYPE OF SCHOOL: Originally the Defiance Female Seminary, The Defiance College is now a small, rural, coed college offering liberal arts, science, teacher education, business and pre-professional courses. The city of Defiance is about midway between Toledo and Fort Wayne, Ohio. The school is affiliated with the Congregational Christian Churches and stresses Christian character.

GOAL OF PROGRAM: To increase enrollment of students from low social-economic groups ("high risk" students). The Defiance College has always had a high percentage of first generation college students.

WHEN BEGUN: Summer 1964

PROFILE OF TARGET STUDENTS: Students who are labeled "high risk" and need encouragement and financial aid.

DESCRIPTION OF PROGRAM: Because The Defiance College is small, it has given its program little formal structure. Students are provided with supportive counseling programs and financial aid. The summer program is for exceptionally disadvantaged students. It lasts for seven weeks and includes remedial help and supportive counseling to ensure academic success.

INSTITUTIONAL EVALUATION: For a number of years, The Defiance College has recruited many black students and is now increasing its enrollment of Spanish-American students. It has found that the latter group of students generally needs more remedial work than the former.

SOURCE OF FUNDS: Institutional resources and federal funds.

EMORY UNIVERSITY

TYPE OF SCHOOL: The main campus of Emory University is in metropolitan Atlanta, Georgia. Emory offers programs leading to the BA and BS degrees.

NAME AND GOAL OF PROGRAM: Summer "Test" Program. To increase the number of black lawyers in Georgia by providing an alternative to the Law School Admission Test which is required by all law schools for admission. Admission is promised to all students who obtain a 70 or better in the "Test" course.

WHEN BEGUN: Summer 1966

PROFILE OF TARGET STUDENTS: Black students who are generally unable to score well on the Law School Admission Test. In 1966, 12 students were accepted into the Summer "Test" Program. Of these twelve, the average score was 369 compared with the average student score of 545. Normally a score of 369 is unacceptable at any college in the country.

DESCRIPTION OF PROGRAM: Program consists of ten weeks during the summer of regular law courses. Credit can be awarded after the student is accepted into Law School. If the student obtains a 70 or better in the "Test" course, he can be admitted as a regular—not "high risk"—student. Financial aid is given only during the first year.

To increase participation in the program, the Council on Legal Education Opportunity (CLEO) was formed under the joint supervision of the American Bar Association, the Association of American Law Schools, the National Bar Association, and the Law School Admissions Test Council. With outside funding, four other "Emory-type summer institutes" were set up.

INSTITUTIONAL EVALUATION: Program has been very successful. Three-fourths of the students over the four years it has been in operation have successfully completed the program and 90% - 100% of these have been admitted to law schools.

COST AND SOURCE OF FUNDS: The Summer "Test" Program is funded by the Field Foundation. The program CLEO set up in 1968 is funded by the Office of Economic Opportunity and the Ford Foundation.

FRANKLIN & MARSHALL COLLEGE

TYPE OF SCHOOL: Located in Lancaster, Pennsylvania, Franklin & Marshall College is a small, male, liberal arts college which retains a historical relationship to the United Church of Christ. The 1600 students are enrolled in programs leading to the Bachelor of Arts degree in the sciences and humanities.

NAME AND GOAL OF PROGRAM: Two programs–PREP and a program for "high risk" students. To increase enrollment of black students.

WHEN BEGUN: PREP began in Fall 1964. Other program is an outgrowth of PREP.

PROFILE OF STUDENTS: Labeled as "high risk."

DESCRIPTION OF PROGRAM: Because Franklin & Marshall is a small college, it has given its program little formal structure. It provides individual counseling and allows the student to remain for more than four years. The College is able to accept these students without identification of their special status to them or to other students. (They are, however, referred to as the "Dean's kids.")

INSTITUTIONAL EVALUATION: Its lack of formal structure is perhaps its greatest asset, for it allows for flexibility and more concentration on the student on an individual basis.

SOURCE OF FUNDS: PREP is now supported by Upward Bound and is intended as a pre-college enrichment program.

GRINNELL COLLEGE

TYPE OF SCHOOL: A private four-year liberal arts institution in Grinnell, Iowa. It is highly selective and its enrollment in 1967-68 was 1150 students.

GOAL OF PROGRAM: To discover talented but disadvantaged Negro and other minority group students and provide them with the opportunity for an undergraduate education.

WHEN BEGUN: Spring 1964.

PROFILE OF TARGET STUDENTS: "Promising" Negro, Puerto Rican, Mexican-American, and American Indian students. The students show evidence of academic drive and extracurricular leadership. The recruitment effort is country-wide but concentrates on the nearest large urban area, the Chicago-Gary complex.

DESCRIPTION OF PROGRAM: Students receive extensive financial aid. Tutorial and counseling services, a reading-study skills program, summer sessions, reduced course loads, and a mental health center for psychological or psychiatric counseling are available.

INSTITUTIONAL EVALUATION: The success of the recruitment program is indicated by the marked increase of minority group students enrolled in the College during 1964-1967, from seven to 53–more than 4½% of the student body. The most successful students academically were those who adjusted most readily to the residential and social environment of the campus. Those who experienced difficulty in adjusting frequently resisted opportunities for special help, although traditional students and faculty have learned how to be more helpful in aiding these students. The maintenance of satisfactory grade averages by the students has strengthened the College's "belief that inherent talent, supported by encouragement and opportunity for development, will in most cases overcome the impediments of mediocre secondary school experience and poor environmental background."

COST AND SOURCE OF FUNDS: $275,000 from the Rockefeller Foundation in the spring of 1964.

HOFSTRA UNIVERSITY

TYPE OF SCHOOL: Hofstra University is a private, nonsectarian, coeducational institution located in Hempstead, New York, on Long Island. It provides an education in liberal arts and sciences to its 12,000 students, about half of whom are full-time undergraduates.

NAMES OF PROGRAMS: New Opportunities at Hofstra (NOAH), New Opportunities at Hofstra for Adults (NOAHA), and Upward Bound.

PROFILE OF TARGET STUDENTS: NOAH is designed for "high potential, low achieving, educationally restricted students who could not meet Hofstra's admission standards." The students were first exclusively, but are now predominantly, black.

NOAHA allows a number of qualified but economically disadvantaged black adults to attend classes without paying tuition. Twenty-two adult students participated in 1969.

Upward Bound encourages potential high school dropouts to continue their education by providing a summer college residential program with a year-round follow-up. Ninety-eight students participated in the summer of 1968.

WHEN BEGUN: NOAH - 1964; NOAHA - 1969; Upward Bound - 1967.

DESCRIPTION OF PROGRAM: NOAH candidates are recommended to the University. Accepted students are given tuition scholarships and most also receive room and board on campus. Students are given intensive summer orientation, remedial reading and English prior to regular fall enrollment. Special counseling is provided throughout the regular school year.

Upward Bound students are tutored by NOAH students.

COST AND SOURCE OF FUNDS: NOAH is funded by contributions from individuals, corporations, and foundations. The number of students admitted depends on the available money. Sixty were admitted in 1969. Other sources of funds for black students are the "Concerned Faculty Scholarships" and "Faculty Salary Deductions for Negro Scholarships," begun in Spring 1968.

Under the first, the faculty voted to waive tuition and teaching-load factors for 15 extra black students in each freshman class. These students meet the regular academic criteria, but lack necessary money.

Under the second plan, the faculty is encouraging fellow faculty members to contribute up to 1% of their salaries to expand enrollment of black students. As of February 1968, $3,604 were collected.

Upward Bound is federally funded.

MICHIGAN STATE UNIVERSITY

TYPE OF SCHOOL: Michigan State University, a large, public institution offering undergraduate and graduate degrees in many areas, is located in East Lansing, Michigan.

NAME AND GOAL OF PROGRAM: Project Detroit. To increase black enrollment and raise the level of skills of non-whites in the Detroit community.

WHEN BEGUN: 1968

DESCRIPTION OF PROGRAM: The program started in 1963 as Project Ethyl. Five high schools in the state thought to serve the most disadvantaged communities were selected. Their principals were asked to nominate five graduating senior boys–boys who were not planning to go to college, did not have the grades or the test scores that would predict academic success, but boys who had the motivation for success. Twenty-two were admitted in the Fall 1963. One withdrew for a non-academic reason before the end of the term. They worked for one third of the tuition and were supplied with two thirds by the University. Of the original 22 students, nine were graduated on time in May 1967 or nearly on time–41% compared with the national average of 40%.

This program became Project Detroit to which 66 black students from inner city schools were admitted. Fewer than 10% could contribute any portion of their MSU costs.

These students were offered extra counseling, advising, tutoring, low credit loads, many improvement courses, and an extra term to reach a satisfactory grade level. Of the original 66, 27 were back in the fall on a completely acceptable academic standing, and 7 more are back as exceptionally slow starters for whom hope is still held.

A volunteer adult group was formed to help find and attract black students. Through a combination of scholarships, part-time jobs, and government grants and loans, MSU offers as much financial aid as each student needs.

INSTITUTIONAL EVALUATION: The University must use a large portion of its scholarships, grants and loans to support students in the program. Some of their funds have been cut off, and the University is having to raise funds for the students it expects to admit in the future.

Traditional admission standards have been completely ignored in the acceptance of these students and have been replaced by subjective judgments on personal drive and motivation.

Academic standards have been altered in that the students are allowed an extra semester to attain the grade average, but they must meet the general academic standards for graduation. The program calls for professors who are genuinely interested in each student in the class and willing to teach him at his own level.

The program exposes inferiority of inner city schools. Most of their students cannot score high enough on standardized exams to qualify for college entrance and a B average in those schools does predict success at Michigan State.

NORTHWESTERN UNIVERSITY

TYPE OF SCHOOL: A private urban university located in Evanston, Illinois, a northern suburb of Chicago. Northwestern offers a full range of undergraduate and graduate programs.

NAME AND GOAL OF PROGRAM: First informally called compensatory education program; later University offered program entitled "An Interracial Experience in Education." To make the University "more representative and accessible to all qualified students."

WHEN BEGUN: Recruitment began Summer 1965. Program began Fall 1966.

PROFILE OF TARGET STUDENTS: Disadvantaged, mostly black students in the Chicago area. Students who show evidence of pride, self-expectancy, self-discipline, responsibility and aggressiveness. Fifty-four black students were enrolled in Fall 1966.

DESCRIPTION OF PROGRAM: The first program for students accepted to the freshman class in 1966 required students to participate in a 6-week summer enrichment program designed to bridge the academic gap between what the students had studied in high school and what they should have studied in preparation for Northwestern. Performance in the summer course did not jeopardize admission to the University.

It was decided to restrict recruitment efforts to the Chicago area so that students would be able to visit their homes frequently although they were required to live on campus. A staff member in the Office of Financial Aid visited 17 inner city high schools several times during the fall and winter of 1965-66 to develop communication. Each high school was guaranteed the admission of at least one recommended candidate. The staff member was available for phone calls and interviews at the candidate's convenience, but the candidate was required also to visit the University for an interview at his convenience. Interviews were conducted in the evening as well as on Saturday and Sunday, and candidates were apprised of their chances for admission and financial aid.

Although the summer enrichment program was successful academically in that test scores improved, the program's primary significance was in the area of greater social awareness and orientation to the University environment. Students were required to take courses in mathematics, chemistry, English, reading, history, etc. Tutoring was always available. Classes were quite small. The most unique idea implemented during the first two summer programs was the concept of reading and writing under time pressure. The course, "An Interracial Experience in Education," for which 50 students were selected, was voluntary but "students found this program quite relevant."

INSTITUTIONAL EVALUATION: In the summer of 1968, the University abandoned the idea of the summer enrichment program because of reservations centering around the self-concept of the student. The students had considerable difficulty understanding why they had to participate in a program that was not required of other entering Northwestern students.

The black students formed a new subculture within the University environment and were a catalyst for institutional change. The University initially was unable to perceive the differences between the existing student culture and the black student subculture.

The flexibility of institutional decisions–for instance, the delaying of some required courses–has been more significant in the successful retention of the students than personal counseling and tutoring. ". . . the black students have primarily helped themselves . . . Enough cannot be said for effective peer group models and their ability to foster motivation and identity."

COST AND SOURCE OF FUNDS: A loan (maximum of $500) and a job under the Federal Work-Study Program are offered. The average grant from all sources has been over $2000 years. The program has been funded from 1966 to 1969 by the Wieboldt Foundation.

RIPON COLLEGE

TYPE OF SCHOOL: Ripon is a private, nondenominational, coeducational liberal arts college located in Ripon, Wisconsin, a town of 7,000 population. The student body of 950 is primarily white middle-class, but includes 54 black students, 16 American-Indian students, and 34 Oriental students.

NAME AND GOAL OF PROGRAM: Transitional Year Program. To prepare students from educationally weak backgrounds for college-level work.

WHEN BEGUN: Fall 1967.

PROFILE OF TARGET STUDENTS: Twenty-five students from all over the country are accepted each year for the TYP. They must have a great need for financial assistance and show the motivation and potential to complete successfully college-level work.

DESCRIPTION OF PROGRAM: A one year program in which students take both regular and special college courses. The students take a reduced course load and are provided with intense individual counseling and tutorial help.

The program is sponsored by the Associated Colleges of the Midwest, which include Beloit, Carleton, Coe, Cornell, Grinnell, Knox, Ripon, Lawrence, Monmouth and St. Olaf. It is coordinated by a director who is aided by two assistant professors. Other faculty members help on a part-time basis. Upperclass students are tutor-counselors in the freshman dormitories where all TYP students live. There are also volunteer student-tutors.

TYP students have access to meal service and medical care. They can participate in all activities and have access to all facilities. The students receive scholarships to meet the cost of tuition, room, board and college services. In special cases, assistance is available for travel and personal expenses.

Students take one regular course and two TYP courses during their first semester. During their second, they may take three or four courses as long as at least one is a regular full-credit college course. No academic credit is received for English, math or sciences. Credit from regular courses taken can be transferred and applied to college degree requirements.

After a student has successfully completed the TYP, he may attend any one of the other Associated Colleges of the Midwest or a similar institution.

COST AND SOURCE OF FUNDS: No mention of total cost of program. It is funded primarily by a grant to the Associated Colleges of the Midwest from the Rockefeller Foundation.

SOUTHERN ILLINOIS UNIVERSITY

TYPE OF SCHOOL: Southern Illinois University, located in Carbondale, Illinois, is a fully accredited public institution offering general and professional training from the two-year to the doctoral level. The University in total size now ranks twentieth in the nation.

NAME AND GOAL OF PROGRAM: Experiment in Higher Education. Generally, to show that failure is more often the fault of the college than that of the student. Specifically, to develop in 100 low income, underachieving youngsters from East St. Louis the necessary academic skills to enable them to complete successfully four years of college. Its intention is to produce, in two calendar years, a group of students prepared to compete at the junior level on the main campuses of SIU or elsewhere.

WHEN BEGUN: 1968

PROFILE OF TARGET STUDENTS: All were high school graduates, 90 out of 100 were Negroes, 53 were males, almost all were "poor," and their scores on the ACT were far lower than the average score for college freshmen nationwide and at SIU. The typical student was an unemployed 19-year-old Negro male with a high school diploma and a 10th-grade reading level, one of five children from a broken home in which the head of the household was either out of work or occasionally employed at unskilled labor, and whose family income, including welfare payments, amounted to $3,500 a year.

DESCRIPTION OF PROGRAM: Financial aid is provided. A work-study program employs the students 10-20 hours a week and pays them $1.05 an hour. Most of the jobs are in the EHE program itself or in local education projects financed by OEO and the US Office of Education. Jobs are chosen and planned to reinforce the students' academic experiences.

The curriculum is built around the social sciences, humanities, and the natural sciences, and heavily reinforced with individual and small group instruction in reading, writing and speaking. The school day runs from 9 a.m. to 4 p.m. Monday, Wednesday and Friday. It includes a common lecture in one or both of the "major" subjects followed by seminars and small discussion groups, colloquia which are often planned and directed by the students, and workshops and skills clinics where remedial and compensatory work is done through the use of programmed instruction materials, video tape replays and tutoring. Some conventional courses are also available in mathematics, physics, speech, anthropology, and sociology. The program runs four quarters a year. Grades are dispensed in a block, rather than for individual courses. The students can also earn credit for whatever conventional courses they may take outside the EHE curriculum.

There are ten regular faculty members who teach part-time in the project, three full-time staff members and ten teacher-counselors who represent successful products of the ghetto. The teacher-counselors are responsible for ten students each;

they attend lectures with the class, conduct seminars and workshops, handle testing and work-study assignments, counsel on social and personal problems, and serve as a liaison between the project staff and the students.

INSTITUTIONAL EVALUATION: Of the original 100, 74 students have remained with the program without interruption. Eight of the 26 dropouts have been allowed to re-enter and 25 new students were added last fall. Of the 74 still in the program, 65 students have grade averages above figures predicted for them. SIU expects 42 of its students to be "graduated" to the junior class at SIU or elsewhere when the second year of EHE concludes in August, and several others to follow in January. Officials believe the program has proved their thesis that many failures are the fault of the college not the student.

COST AND SOURCE OF FUNDS: $400,000 a year for 100 students. The University is planning an enlarged program for 300 to 400 students at a cost of $1.6 million per year.

UNIVERSITY OF CALIFORNIA

TYPE OF SCHOOL: A large, public university located in Berkeley (population 111,000) with an enrollment of nearly 27,500 including 17,000 undergraduates. Offers full range of undergraduate and graduate programs in the humanities, sciences, agriculture, mining and mechanics.

NAME AND GOAL OF PROGRAM: Educational Opportunity Program. To enroll able people from minority group and low income backgrounds, assist them in financing their education if need exists, and make available academic support to help ensure their success as university students.

PROFILE OF TARGET STUDENTS: Students from American Indian, Mexican-American, Negro, and low-income backgrounds are encouraged to apply. Students with a "B" or better average in the University of California high school program who are eligible for admission to the University are encouraged to apply as well as those students who may not have met *all* University requirements. The students are predominantly black, male, and somewhat older than most entering students. Their parents have limited financial resources and are employed, or underemployed, in occupations requiring little education and training. The fathers are a little better educated than the mothers, and a substantial number of both have gone to high school or beyond. At least a third of the parents are together, and the families range in size from one to twelve members.

Half the students for whom class rank is known were in the upper two-fifths and half were in the lower three-fifths. Scores ranged from 295 to 626 on the math (median 402) College Board aptitude tests. A few students did not graduate from high school, although most of these have high school equivalency certification from special programs like the Job Corps, US Armed Forces Institute, or a community program. Thirty-six of the 92 are known to have participated in some identifiable program of planned enrichment experience.

DESCRIPTION OF PROGRAM: Students are provided financial aid based on need as determined by the University. The money is not dependent on academic achievement, and is available as long as the student is enrolled. The aid is made up of special grants, government grants, National Defense Education Act Loans, and summer or part-time jobs. Students in the EOP are not designated in any way and they compete academically on an equal basis with their classmates. To help ensure academic success, extensive tutoring and advising are available on both a one-to-one and group basis.

INSTITUTIONAL EVALUATION: Achievement has been strong, in many cases where the student had felt he might not be able to succeed and had not planned to go to a four-year university. Of the 424 students to enter the program thus far at Berkeley, 74 (17%) have left, half of them for academic reasons. Of all freshmen at Berkeley, 25% usually do not continue beyond the first year. Records on the 350 who remain show that almost 70% of them are in good academic standing with C-or-better grades. The other 30% or so are on academic probation with below-C grades. At UCLA, 395 students are now in the EOP program. The director of the program asserts that his EOP students are not risks: "Their performance proves it . . . they are youngsters who are being screened out by admissions policy that is automatic and impersonal."

UNIVERSITY OF CINCINNATI

TYPE OF SCHOOL: The University of Cincinnati, located in Cincinnati, Ohio, is the second oldest and second largest municipal university in the United States. The University of Cincinnati offers to its students an education in the arts, sciences, and in various professional areas.

DESCRIPTION OF UNDERGRADUATE PROGRAMS: Upward Bound, begun in 1968, brings economically deprived 9th and 10th grade students from local high schools to live on campus during the summer and study for eight weeks. Guidance continues during the school year. The aim of the program is to motivate students to go to college.

Project Youth, begun in 1967, aims to inspire potential dropouts to continue their education. They live on campus and participate in remedial, tutorial and enrichment programs. A consortium of eight universities has been formed to accommodate all interested students. There are now 33 sophomores at UC who participated in this program.

DESCRIPTION OF GRADUATE PROGRAMS: Several of the UC colleges have special projects.

The Medical College has begun a recruitment program for black students. The College of Nursing and Health conducts a program to increase the enrollment of blacks. Guidance, remedial work, and financial assistance are offered. The program is funded through a grant from the Sealantic Fund. The Council on Legal Education Opportunity (CLEO), begun in 1969, offers a six-week curriculum in law. The goals of the program are to: (1) motivate blacks to choose law as a career, (2) help blacks to enroll in law schools, and (3) develop the necessary skills. Of the 37 who were enrolled in the program, 35 have been admitted to colleges of law.

Under the Danforth Intern Program begun in 1967, college graduates who would not normally be admitted to graduate

study on a Master's level are given the opportunity to study in 12 different disciplines. Candidates are evaluated for their potential. The students are given the opportunity because UC feels that they can be successful if given the proper environment. Seventeen students were in the program in 1967. Success was measured to be between 53 and 80 percent. The program is funded by the Danforth Foundation.

The Minority Manpower Resources Program is partially financed by local corporations. Its aim is to "seek and motivate minority group students to enter colleges of engineering or business administration for careers in these disciplines."

The Ohio College of Applied Science Preparatory Engineering Technology Project is a year-long remedial program structured to bring the student to a level at which he can enter and succeed in an associate degree curriculum. The student receives individualized instruction and a full scholarship. The program is designed to overcome background deficiencies.

The University of Cincinnati - Hughes High School Project is a cooperative program between UC and Hughes High School. The two schools exchange services: Hughes receives UC tutors; accelerated Hughes students are placed in UC calculus classes; UC facilities are made available to Hughes, etc. A day-to day relationship is maintained. The goal of the program is a long-range attack on the high school's problems.

UNIVERSITY OF WISCONSIN

TYPE OF SCHOOL: The University of Wisconsin is a co-educational, four-year state school with several campuses around the state. It is a large school with an enrollment of over 33,000 students in 110 departments. The main campus is in Madison.

GOAL OF PROGRAM: To diversify the existing white middle-class student population and to begin to live up to the "university's obligation."

WHEN BEGUN: 1969

PROFILE OF TARGET STUDENTS: All were poor, Negro, and had standardized test scores far below the class average (1,150). Some had relatively good high-school grades, but all were rated in the bottom 1% on the University's "predicted success" scale. Twenty-four students were initially admitted, 68 in the next group.

DESCRIPTION OF PROGRAM: A summer program built around jobs and some remedial courses was set up, but only 11 of 24 students participated, and it was "not a success from any point of view or in anybody's opinion." In September, the students entered the University taking 12 instead of 15 hours. Lighter course loads are envisioned throughout the five-year program.

Once in residence halls, students received advice on the academic program, courses and classes, were assisted through the registration process, and assigned tutors. Four graduate students with several years of teaching experience were hired to train and supervise 25 honor students who served as volunteer tutors. As the program evolved, each supervisor was assigned a group of high-risk students to whom he was responsible for providing counseling and guidance and for assigning tutors from the pool of volunteers. Although the tutoring program is not intended to extend beyond the first year, a few of the second-year students are receiving continuing assistance. Financial help for all the students continues as long as they are enrolled.

INSTITUTIONAL EVALUATION: Three quarters of the high-risk students are still enrolled after three semesters. Of one-fourth no longer enrolled, one-third dropped out for personal reasons but are expected to return; another third were dropped for low grades but are eligible for readmission and will be favorably considered. Thus only one-twelfth of the total group admitted can be classified as definite failures. At the end of the first semester, four had "B" averages and only ten were in serious academic difficulty. The University has achieved a better retention record with these students than with the freshman class as a whole. The mistake in not emphasizing academic handicaps to the first group, who were reluctant to accept help and offended by its offer, was overcome with the second group.

College finances were not depleted because more money was given to the University for financing of the program. Admissions standards were lowered for these students but the academic support program compensated for it. Academic standards have not been changed or lowered. Educational methodology has not been altered aside from provision of tutoring. The program exposed weaknesses in the ghetto schools of Wisconsin in that their students could not perform up to the national level on the SAT.

WESLEYAN UNIVERSITY

TYPE OF SCHOOL: Located in Middletown, Connecticut, a city of some 35,000, Wesleyan University attracts an enrollment of approximately 1500 of the cream of the high schools. The school has a long history of innovation in education and offers a broad range of courses in the liberal arts.

GOAL OF PROGRAM: To diversify Wesleyan's student body racially and economically.

WHEN BEGUN: 1964

PROFILE OF TARGET STUDENTS: Negroes, Puerto Ricans and Indians.

DESCRIPTION OF PROGRAM: Faculty advisors were chosen with care and counseling sessions were frequent and intensive; tutoring by graduate students and upper classmen was also continual; course loads were reduced; and a pre-summer term emphasizing language and communication skills as well as a special course in freshman English which met five times a week were instituted.

Students were given a candid assessment of the chance they were taking, but assured that with the financial and academic aid, they would get what they needed to make it. They would have at least 2 years to become fully competitive, unless they were totally unable to handle the curriculum.

INSTITUTIONAL EVALUATION: Eight of 14 who enrolled in 1965, and 30 of 33 who enrolled in 1966 were there in 1969. Overall, only about 10% of the students admitted had departed by 1969, and half of those left for reasons other than low academic performance.