DOCUMENT RESUME

ED 124 044 HE 007 888

TITLE	Support Services for Students Enrolled in Postsecondary Educational Institutions.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	76
NOTE	49p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Ancillary Services; *College Students; Conceptual Schemes; Educational Opportunities; *Higher Education; Program Evaluation; Special Services; State Universities; *Student Needs; *Student Personnel Services
IDENTIFIERS	*Michigan; Western Michigan University

ABSTRACT

Supportive services for enrolled students has been identified by the Michigan State Board of Education as one of the key concerns in postsecondary education, warranting special attention and scrutiny. The magnitude of the problem is examined and constructive action toward its alleviation is stimulated. Many of the concepts discussed are the result of contributions made by faculty and staff members at Western Michigan University. Selected existing programs and related activities are reviewed, and a model for a Center for Educational Opportunity is proposed. This model includes the reference to referral, assessment of the needs of the student, specific services to be provided, and follow-up services. An assessment mechanism to measure program effectiveness is an integral part of the process. Recommendations for implementation are included. (LBH)

Support Services for Students Enrolled in Postsecondary Educational Institutions

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FOREWORD

Equality of access to postsecondary study has been a topic of much deliberation and activity in recent years. A variety of efforts are under way to facilitate the identification of disadvantaged students possessing the potential necessary for postsecondary study. Increasingly, provisions are also being made to reduce financial barriers to such study. Equally important, however, is the need for the development of adequate programming and supportive services for students once enrolled so that each might be insured optimum opportunity for success in a truly quality postsecondary environment.

In light of the importance of this issue, supportive services for enrolled students has been identified by the Michigan State Board of Education as one of the key concerns in postsecondary education, warranting special attention and scrutiny. The following staff paper represents an effort to identify the magnitude of this problem, and to stimulate constructive action toward its alleviation.

Many of the concepts included in this paper, and virtually all of Chapter III which describes a proposed model educational opportunity center, are the result of contributions made by several faculty and staff members at Western Michigan University. Special thanks are due to Dr. Roger Bennett, Dr. Morey Wirtz, Ms. Carole Johnson and Mr. Bill Murrain, of Western Michigan University. Members of the Department of Education staff responsible for the development of the final draft of this planning document include Dr. Lee Peterson and Mr. Ronald Jursa, from Student Financial Assistance Services, and Dr. James Weber of Higher Education Management Services.

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CHAPTER I

Support Services

Background and Definition

Support services for students enrolled in various forms of postsecondary study represents an extension of the concern for equality of access to such study, which has already received much attention and commitment on both the national and state, as well as institutional, levels. The support services concept recognizes that responsibility for maximizing opportunity for success does not end with admissions. The effects of a deficient K-12 academic preparation, restricted home environment, physical/emotional handicaps, or lack of personal motivation, effort, or planning, can often cripple a student's chances for success even after postsecondary admission has been attained. Full commitment to the principle of equality of access dictates that every reasonable effort be made to overcome such handicaps to success.

The basic concern for access to postsecondary study, itself, has already been widely documented. It has, for example, been the focus of numerous national panels and studies from the 1947 Truman Committee Report, the 1960 Eisenhower Commission Report, and the 1964 NEA Educational Policies Commission Report to several of the Carnegie Commission Reports of the late 1960's and early 1970's. The State of Michigan and its State Board of Education have also been active in this area. In 1970, Governor Milliken established a Governor's Task Force on Equal Opportunity in Higher Education and, shortly thereafter, the State Board of Education appointed several study groups to make recommendations on access to postsecondary education and to develop proposals for the implementation of these recommendations. In 1974, a Department

of Education Position Paper on the access question, entitled Equality of Access to Postsecondary Education, synthesized much of the work of these prior state level groups and, additionally, offered some further recommendations for action.

These efforts, however, have been concerned largely with only the initial aspects of access to postsecondary study--recruitment, admissions, financial aid, and program availability. These factors are, of course, necessary components of any responsible access thrust. The inequities which plague our educational system cannot be eliminated without conscientious effort in each of these areas. However, amelioration of these concerns will not, by itself, be sufficient to rectify the problems that face us in this area. Responsible treatment of the access problem also presupposes that all students admitted to postsecondary study, whether by special recruitment emphasis or by regular channels, will be insured of every possible opportunity for success in their study. As the Department's Equality of Access to Postsecondary Education Position Paper states: "Every postsecondary institution that admits such students (educationally disadvantaged or atypical) has an obligation to provide those students with the maximum opportunity to succeed."[1] It further suggests that academic and social/cultural support services such as tutorial assistance, academic, personal, and vocational guidance, as well as appropriate psychological services, be provided to the students to help enable them to succeed.

While the initial access concerns of postsecondary education, such as enrollment, financial aid, and program availability, have already received

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[1] Equality of Access to Postsecondary Education, Michigan Department of Education, Lansing, Michigan, April, 1974, page 8.

extensive scrutiny, and a variety of action recommendations have been presented for meaningful Michigan action in the State level documents aluded to earlier, the support services corollary for enrolled students, which is an equally important aspect of the overall "access" issue, has not been as extensively considered. The goal of this paper is to explore this important area more fully and to lay the groundwork for a model which could subsequently be used to develop and analyze such services at the institutional and statewide levels.

First, however, the scope of the potential services in question must be carefully defined. The term "support services for enrolled students" can be interpreted to cover a broad spectrum of activities ranging from intramural athletics to dormitory facilities and day care centers for the children of enrolled mothers. While each of these services or activities certainly plays a valid role in the postsecondary success of many students, "support services" will be limited, in this paper, to mean activities and services directly associated with the amelioration of academic program difficulties. It will be used here specifically in reference to personal/social counseling, academic/vocational advisement, academic tutoring, special academic diagnostic testing, and special curricular assistance of various kinds in several academic disciplines. In addition, it should include consideration of the unique academic related support needs of physically handicapped students, such as building access, transportation, reader/interpreter services, etc.

Much has been written about the various types of such support services that might be needed by specific groups of students, for example, minority students, socioeconomically disadvantaged students, community college students, etc.

However, for purposes of this paper, we wish to expand the focus of such services to all students who might feel the need for the various types of academic support being considered. Historically, it has been entirely appropriate to emphasize the special needs of certain groups of students that have come to our campuses with unique handicaps and needs. To the extent that these problems persist, every effort to speak to them should be continued. However, recent experience seems to indicate that the demand for various types of academic support activities extends well beyond what has been traditionally considered the relatively limited "disadvantaged" or "minority" student market for such services. For a variety of reasons, it now appears that a relatively large number of students from all socioeconomic backgrounds are feeling the need for various types of academic support at various stages of their educational careers. These suspicions of a more widespread demand or need for such support come from a variety of circles and bear careful consideration as we review the scope which such services should entail.

One indication of the relative extent of these needs is found in the declining standardized test score averages of our college bound students. Recently, the Chronicle and the New York Times, reacting to a recent report issued by the College Entrance Examination Board, commented on the 11 year downward trend in the average scores of freshmen on the Scholastic Aptitude Test (a principal standard for college admission).[2] The Times summarized:

> High school students who took the aptitude test during the 1962-63 year averaged 478 on the verbal portion and 502 on the mathematical part of the test. For last year's graduating class (1973) the scores were 445 on the verbal section and 481 on the mathematical portion. This year (1974) the scores were 444 and 480 respectively. The test is scored on

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[2] "This Year's Freshmen," Chronicle of Higher Education, September 16, 1974, page 3; "Higher Goals Set By 1974 Freshmen," New York Times, September 15, 1974, page 31.

a range of 200-800.

> The 985,247 graduating high school students who took the Scholastic Aptitude Test represent about two-thirds of this year's (1974) freshman class at colleges and universities throughout the United States. . .[3]

The National ACT Examination, which is employed in the Michigan Competitive Scholarship Program, also evidences some decline in average scores for Michigan test takers that fall into various ACT composite test score intervals.[4] The following chart compares Michigan student performance, in this regard, during 1972-73 and 1973-74.

ACT Performance Comparison

Year	Composite Score Range	Percentage of Participants	Mean Composite Score	Direction of Percentage of Participant Changes From Preceding Year's Range Equivalent
1972-73	(high) 26-36	17%		
	21-25	31%	20.0	
	16-20	30%		
	(low) 1-15	22%		
1973-74	(high) 26-36	16%		down 1%
	21-25	29%	19.6	down 2%
	16-20	29%		down 1%
	(low) 1-15	26%		up 4%

While some might argue that these test performance fluctuations are simply a product of the increased recruiting of disadvantaged students that has taken place of late, it should be noted that many of these traditionally "high risk" students have either (a) entered largely "open enrollment" institutions where

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[3] New York Times, op. cit.

[4] Michigan ACT Profile Reports, Iowa City, 1972-73, page 5, and 1973-74, page 2.

such tests are many times not required,[5] or (b) entered via a special admissions process that often waives the requirement for participation on such an exam.[6]

Another potential measure of the degree of academic difficulties which students in general are experiencing, can be obtained by reviewing the rate at which they indicate (on self-reported profile sections of these forms) that they will need special assistance in various parts of their academic programs. For example, the following table summarizes the percentage of overall Michigan ACT exam participants who felt that they would need academic assistance in a number of crucial curricular and related areas:

Special Needs Assessment of 1973-74 Michigan ACT Participants[7]

Area of Concern Specified	1973-74 Percentage of Michigan Test Participants Requesting Assistance
Educational/Vocational Plans	47%
Written Expression	28%
Reading Speed & Comprehension	38%
Study Skills	41%
Mathematical Skills	54%
Personal Counseling	35%

[5] See for example:
a. Davis and Johns, "Changes in the Family Income Distribution of Freshmen," Community & Junior College Journal, 1973, Vol. 43, page 26ff.
b. Holmstrom, "Low Income Students: Do They Differ From 'Typical' Undergraduates?" ACE Research Reports, Vol 8, No. 5, ACE; Washington, 9/73.
c. Social Indicator 1973, U.S. Department of Commerce, Washington, 1973, pages 88-89 and 106.

[6] See for example the description of Admission requirements for such programs as outlines in CEEB's A Chance To Go To College, 1971.

[7] Michigan ACT Profile Report, Iowa City, 1974, page 13.

This portion of the profile data collected on each ACT test taker asks specifically for indication of those students who feel the need for and desire to seek "special assistance" in these areas. Therefore, it should quite precisely reflect the expressed needs of Michigan students planning to enroll in college.

The number of students identifying needs in these areas far exceeds the relative percentage of students entering into postsecondary study from typically "disadvantaged" backgrounds. Thus, some hint as to the extent of the perceived problem is provided. Also, if anything, these figures are conservative because, doubtlessly, many students are hesitant to admit such potential problems, and many others have not, as yet, experienced them. If we trace the numbers and percentages of Michigan ACT exam participants who register a perceived need for such special assistance back several years, we also find a distinct trend which shows that both the number and relative percentage of overall students registering such concerns is on the increase.

Support for this concern over the academic abilities of incoming freshmen is also found in recent statements by text publishers who are being forced to reduce the grade level at which some college texts are being written. The Chronicle reported:

> Spokesmen at publishing houses ... say that even in four-year institutions, the market for 'rigorous' materials--those written at the 12th grade level or higher--is dwindling so more and more materials are being prepared for college students whose reading skills are at the 8th grade to 10th grade levels.
>
> The growing use of readability formulas and the re-emergence of traditional textbooks reflect the concerns of college faculties with the reading and writing skills of their students. In one instance, they are seeking material that students can understand, and in the other they are seeking basic approaches to help high-ability students develop those skills.[8]

[8] "Plainer Talk For Textbooks," Chronicle of Higher Education, October 15, 1974, page 3.

Educational institutions are becoming increasingly alarmed at this situation, reacting, in some cases, by using more elementary texts and, in other cases, by developing comprehensive skills programs. It is apparent, however, that most educators are quite baffled as to why there is such an increase in the number of students who are "college-prepared" without being able to "read, write or total figures."[9] Part of this apparent "ability" problem also seems to be masked by concurrent inflationary grading practices which are, in effect, evidently allowing greater numbers of students to, at least superficially, appear to be successful in the academic arena. According to a recent survey, reported in the Chronicle, there has been a significant inflation in the grades of college students since 1960.[10] Although this grade inflation would suggest that the abilities of these students are improving, the previous discussion tends to indicate that this is an invalid conclusion. Whatever the reason for this situation, the inverse relationship between decreasing proficiency in basic academic skills and increasing grade point averages of the American college student indicates that many students are not fully prepared to take advantage of the high quality postsecondary education to which they are entitled.

Commitment to the goal of true equality of access to postsecondary education presupposes that every student be given maximum opportunity for success. Implementation of such commitment must include the funding, development and continual testing and analysis of support programs capable of providing the

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[9]Saginaw Valley College preliminary proposal to Fund for Improvement of Postsecondary Education, January 10, 1975, page 2.

[10]"Grade Inflation," Chronicle of Higher Education, October 7, 1974, page 2.

full range of academic assistance mechanisms needed to assist each student in coping with the rigors of a truly "quality" postsecondary experience.

The evaluation component of this process must not be slighted as it provides the only basis for real review of the efficiency and effectiveness of the techniques and procedures being employed. While work in this area is rather new and limited, efforts should be made to build into such support programming, an objective "cost-effectiveness" component which will systematically review the impact and efficiency of the services being rendered.

Concern for true equality of access also presupposes a commitment, on the part of both the student and the institution, to conscientiously deal with academic problems which arise. Programs and technology are only tools. Committed persons are needed to make such programs work. As the Commission on Admissions and Student Body Composition at Michigan State University recently concluded:

> "In order to assure maximum effectiveness of support services and maximal prospects of success...explicit and long-term mutual commitments should be entered into between the University and the special student. A unilateral commitment by either, alone, holds little promise for achieving the desired ends."

This Commission went on to recommend, in part, that such a joint commitment include development, on the part of the University, of:

> "a full range of academic and other support services, comprehensive, sustained, and carefully coordinated, including orientation, counseling, intensive academic advising and tutoring, and skills development."

On the part of the student, it was suggested that an explicit commitment to:

> "intensive, sustained utilization of developmental services along lines determined in regular and frequent consultation with (the) academic advisor."[11]

was in order.

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[11] Admissions and Student Body Composition, Report to the President from the Commission, Michigan State University, East Lansing, Michigan, 1971, page 57.

The remainder of this paper will explore some of the essential ingredients needed at the institutional, state, and student levels to develop a fully functioning and capable support network. Recommendations will then be offered concerning the steps needed to accomplish this task. Hopefully, efforts such as these will be of assistance in developing the types of temporary support mechanisms required in postsecondary education until the ramifications of true equality of access can be accommodated within the established K-12 networks. A number of efforts are now underway to assess the quality of education at the K-12 level, and this paper fully supports this process. The hope is that our K-12 system of education will produce only graduates sufficiently skilled and motivated to cope with the full demands of a rigorous postsecondary program.

CHAPTER II

A Review of Selected Existing Programs and Related Activities

A number of specific projects and activities have been undertaken by individual institutions, consortia and other organizations which provide support services to academically deficient students. In addition, studies have been made to assess and evaluate such services at institutions and to determine their effectiveness. Some of these efforts are described in this section.

Thirteen-College Curriculum Program[1]

The Thirteen-College Curriculum Program was designed to deal with the special problems of students in predominately black colleges. The goals of this program were: (1) to produce a learning environment that takes advantage of the nature and background of these black students and that results in lower dropout rates and intellectual achievement levels at equal to or possibly greater than those gained by students enrolled in traditional classes; (2) to produce the kind of educational leadership that creates within the institution a climate of self-analysis and evaluation that will bring about meaningful academic change; and (3) to develop teachers' attitudes so that curriculum changes will be made and sustained.

The materials and techniques that have been developed were based upon three assumptions. The first, and probably most important assumption, is that students can be more effectively motivated to learn and to become involved in the learning process when they are placed in a student centered academic environment in which pedagogy and curriculum materials combine to ignite their intellectual curiosity; encourage a free exchange and expression of their own life types, ideas, reflections, private insights and experiences

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[1] Humphries, Frederick S., Institutional Methods for Developing Talent in Black College Students: The Thirteen-College Curriculum Program. Institute for Services to Education, Washington, D. C., 1971, 17pp.

and build more positive self-images. The second assumption is that optimum learning conditions are more apt to occur if teachers assume roles as student guides and curriculum innovators, than when they assume the stance of classroom arbiters and, presumably, sources of all worthwhile knowledge. The final assumption is that teachers, when freed from the structures of syllabi and rigid course content, become more creative and responsive to students's needs and, thereby, make their teaching more pertinent to the students and more enjoyable for themselves.

Under these assumptions, the perceived strengths of students are enhanced rather than the historical experience of their life in a racist society being perpetuated. The project report stated that the most significant achievement of the program was that for the first time in the history of the colleges, a subset of students had remained in college at a rate competitive with the national norms and had made choices of careers fairly reflective of the needs of the society at large.

City College of New York Math Project

On the basis of test results, high school background and degree objective, 25% of the 1970 freshman class at the City College of New York was assigned to a remedial math course. Students retested after one semester of remediation showed significant improvement, as compared to a control group who did not take a remedial math course. First semester grades revealed that two-fifths of the remedial students received non-pass grades. Failure rate for students going from Math 56 (remedial trigonometry) to Math 1 (beginning calculus) showed a non-pass rate of 77%. A control group of low ability students going directly into Math 1 had a non-pass rate of 81%. Results of questionnaires administered to students revealed general satisfaction with the course, but, only half of the students in Math 56 felt they knew material upon completion of the course.

Math laboratories received strong support while tutoring was viewed as less helpful. Instructors indicated that most students were motivated but did not progress as rapidly as students in regular classes. Need for improving tutoring and laboratories was mentioned.

> "In a survey conducted by the Office of Research and Testing, 11 of 35 Mathematic Department tutors surveyed indicated a need for increased training and orientation in handling their tutoring duties. A program more closely tied to actual classroom work where tutors are aware of both course content and teaching techniques should be implemented. Furthermore, tutors should be trained to work with students or selected on the basis of their ability to do so. Students coming in for tutoring have had difficulty in learning and, therefore, need special care. Having a good knowledge of mathematics is not sufficient for effective tutoring."[2]

Wright Institute Program to Change Higher Education Personnel

> The Wright Institute Training Program for Higher Education Personnel "...to meet the needs of low income minority youth was designed to change an institution, even groups of institutions, in five weeks. It was conceived as reaching all participants in making education possible for those previously excluded from education except in token numbers and working with those participants round-the-clock to insure their attitudinal change, their coming together into a cohesive working unit and their learning techniques and skills for implementing their goals when they returned to their campuses.
>
> That most ambitious goal failed for a number of reasons, some of which had to do with bad planning and some with lack of resources for such a major task. But in failing to meet the ultimate objectives of the program, the program staff did reach some people in some very significant ways which we believe to be encouraging.
>
> ...we saw little or no sense of urgency among community college personnel in assuming this responsibility; we saw little active preparation for the assuming of the assigned task; we even met some who felt there was no task. This, we would argue is a collision course between public expectations and college preparations.

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[2] Berger, Dan, The First Year of Remedial Mathematics Instruction Under Open Admissions. (A Report on the Results of Several Studies of the Remedial Math Program at City College of New York.). Report No. 9, City University of New York, New York City College, October, 1971, p22.

Of even greater concern to us was the sensitivity and defensiveness which resist change. For example, in response to a quote from the Southern Education reporting about the small numbers of black students in higher education, we got 'No one on our staff is prejudiced' or 'Ours is not a racist institution'. Statements were perceived as accusations where no accusations had been made or intended."[3]

Models for Program Effectiveness[4]

In discussing a model for change, Carlson and Das stated that "Needs assessment must involve the community. ...without the involvement of the community, many community colleges still indicate that minority/disadvantaged students are not succeeding simply because they are culturally deprived,' 'culturally' disadvantaged,' have 'lower-class value systems', or come from 'apathetic' backgrounds. In almost every such case, the college has made no consistent effort to find out what was involved in the lack of achievement or high drop-out rates.

The basis for Battelle's needs assessment model is a series of questionnaires given to a representative sample of students, graduates, community members; board members, faculty members and administrators. Results are tabulated and analyzed through use of a computer."

Importance of Attitudes

Goodwin states that:

"...it became increasingly apparent that attitudes had a strong effect upon the success or failure of instructional programs. In no area was this fact more visible than in so-called 'compensatory' instructional offerings."[5]

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3 (A) Program to Prepare College and University Officials to Increase the Enrollment and Meet the Needs of Minority Groups and Low Income Students. General Summary and Recommendations. California Community Colleges, Sacramento, Office of the Chancellor; Mills College, Oakland, California; Wright State University, Dayton, Ohio, 1970, pp. 9-11.

4 Carlson, Dennis, Deb Das, State Planning for the Disadvantaged. A Report of the National Dissemination Project for Community College. Washington State Board for Community College Education, Seattle, Research and Planning Office, pp. 5-6.

5 IMPACT: A Project Report on Compensatory Instruction in Community Colleges. Southern Regional Education Board, Atlanta, Ga., Inst. for Higher Educational Opportunity, October, 1972, p 7.

There appear to be three critical elements which are highly related to program effectiveness. They include:

1) Total institutional participation. This is important since interdepartmental articulation and cooperation between the various elements of the institutional community provide the program with increased credibility and support.

2) Student input into the decision-making process of the program. Students are the ultimate beneficiaries and their background experience and attitudes must be reflected in the program.

3) An evaluation system. This, perhaps, is the most difficult aspect to establish in any program. However, some kind of evaluation instrument must be included to insure accountability.

Desirable Characteristics of Teachers for the Disadvantaged

The best teachers were characterized as charismatic, compassionate, intelligent, emotionally mature, hard-working, highly creative and knowledgeable; the model understands the learning process and works well with parents and community people and has high expectations for achievement by students and demands of himself/herself and them (students) that these expectations be fulfilled.[6]

Community College Efforts

A report of the National Center for Educational Research and Development contained results of a survey of public two-year colleges.

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6. Jablousky, Adelaide, There are Some Good Teachers of the Disadvantaged. IRCD bulletin, Vol. 9, No. 21, March, 1972.

Results showed that: (1) almost all two-year colleges have personal, academic, vocational/occupational and job placement counseling; (2) only about half have the curricular offerings and admission policies expected of public community colleges; (3) 12 percent have special courses in ethnic studies and (4) about half have special programs for the academically disadvantaged. It is recommended that colleges recruit in the ghettos, devote more resources to training faculty to deal with disadvantaged minority group students and develop more courses in ethnic studies.[7]

Some 92 percent of the public two-year colleges reported guidance and counseling services above the ordinary for the minority group academically disadvantaged. With respect to special tutoring, almost all (91%) reported this practice. Of those institutions using regular faculty as tutors, 92 percent have this practice. Slightly over 50 percent (52%) utilized specially-trained faculty in tutoring academically disadvantaged minority group students. Almost 90 percent use regular students in tutoring academically disadvantaged students. 57 percent use advanced students in the program as tutors.

With respect to instruction, three-quarters of public two-year colleges report the use of programmed instructional techniques. Over 85 percent report the practice of reduced course load for academically disadvantaged students. Slightly over half use liberalized probationary or readmission practices for minority group academically disadvantaged. Over 90 percent provide instruction in the development of study skills to minority group academically

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7 Morrison, James L. and Reynolds Ferrante, The Public Two-Year College and the Culturally Different. National Center for Educational Research Development (DHEW/OE), Washington, D. C., February, 1973, 33pp. (Paper presented at the annual meeting of the Am. Educ. Res. Assoc. in March, 1973).

disadvantaged students. All colleges with programs, courses or services for the academically disadvantaged stress communication skills. Of those who report stressing communication skills, all stress reading skills. Slightly over 95 percent stress speaking skills. 85 percent stress listening skills. 60 percent stress the utilization of traditional English. Over half stress an understanding of the students' own dialect as a language system in their stress on communication.

While the preceding references certainly do not cover the total range of various types of academic support efforts that have been undertaken to date, they do identify some of the key principles or components which must be present if student needs are to be responsibly addressed.

They, as well as the introductory comments from Chapter One, stipulate, for example, that an effective institutional support program can only be developed with the combined commitment of all parties concerned--administration, faculty and students. The administration must be willing to financially support such efforts and build support activities into the ongoing organizational structure of the institution in such a manner that the support service mechanisms become an integral part of the programmatic repertoire of the school. To do less will only serve to hamstring these operations before they begin and insure that failure becomes a self-fulfilling prophecy. The faculty must be committed to the principles of equal educational opportunity, supportive of innovative and creative implementation of support programs needed to meet student needs in their respective curricular areas. This will entail not only the cultivation of faculty sympathies within each of the disciplines, but, also the development of faculty sensitivities with regard to the identification and referral of various student problems. Students, on the other hand, must commit themselves to both an honest and candid exploration of their

respective deficiencies and a conscientious participation in and utilization of the services provided if they are to be successful. Motivation, thus, becomes a necessary prerequisite for success at all levels.

In addition to commitment, success in this area will also evidently require the development of a wide range of support activities. Many of the programs referred to in this chapter were designed to serve a very specific purpose or meet a very narrowly defined need. On an institution-wide basis, however, it appears safe to conclude that many of these needs might be found. As a result, every effort must be made by each interested school to fully assess the entire range of academic support needs of its own unique student body. Then, a school-wide package of viable support mechanisms must be developed to speak to these needs. Such programming should give careful consideration to each of the following areas:

(a) orientation

(b) personal/social counseling

(c) vocational/career guidance or advising

(d) tutoring

(e) remedial or foundation coursework in a wide range of curricular areas covering language skills, math skills and various science skills.

(f) services for the physically handicapped

(g) study skills development

These programming areas may, of course, not represent the entire range of activities needed to meet the unique needs found at any particular institution, but, each should be carefully considered in the development of appropriate programming efforts at the local level.

In addition to the programmatic structure devised, an adequate referral system must be developed so that students can avail themselves of these services in a timely manner. Such a system must include both voluntary methodologies whereby students can "self select" themselves into various support activities as the perceived need arises; and mandatory referral capabilities whereby faculty can be assured that floundering students obtain the assistance they need before their academic careers become needlessly damaged, and their self-concept and motivation marred by failure.

Finally, every effort must also be made to thoroughly and systematically evaluate these support activities to help insure that they are being conducted in the most efficient and effective manner possible. This last component highlights the circular nature of this entire process, for nothing enhances commitment and effort like documented success or in its absence objective assessment of the reasons for failure.

CHAPTER III

Model for a Center for Educational Opportunity As Proposed by Western Michigan University

The following institutional support services model, proposed by Western Michigan University, is offered as an example of a model that can be developed by a school after its needs in this area have been carefully assessed. This model should not necessarily be structurally emulated by other schools. Instead, it is presented in its entirety, here, simply as a sample of the kinds of complex planning that are required to develop such a comprehensive project. The discussion of goals, implementation, structure, operation, assessment, services, and follow-up which follow, are taken directly from a planning paper developed by Western Michigan University. Other schools may find this model helpful in undertaking their own proposals.

WESTERN MICHIGAN UNIVERSITY
PROPOSED CENTER FOR EDUCATIONAL OPPORTUNITY (CEO)

Goals and Objectives of the Center

1. To work within the existing structure of the University, consolidating and coordinating the supportive services that are already functioning and available, so that they can more effectively serve the student (Orientation, Admissions, Counseling Center, Testing Services, Financial Aid, Reading Clinic, etc.).
2. To provide academic support services that are not already available on campus, i.e., developmental/remedial learning experiences, study skills workshops, and study centers.

3. To identify the student who needs special academic supportive assistance to survive in the college environment before he experiences such difficulty that he either cannot or will not continue his postsecondary education (Admissions Office, Academic Advising, Academic Records, Testing Services).
4. To provide the appropriate assistance that the student needs. It is often impossible to separate the academic and personal needs of the individual student, especially in the case of the student who has not experienced much success in academic areas. In fact, he approaches the university with a real sense of insecurity. Therefore, it is essential that, once he is identified, he should receive sincere, yet professional, assistance from qualified personnel (Counseling Center, Reading Clinic).
5. To implement a tutorial/counseling program that will enable a student to survive successfully rather than marginally exist. This means that the counselor must encourage a sense of worth and value in the student and, at the same time, make sure that the student has a realistic view of the college environment. For example, the student cannot react to his college instructors in the same way he reacted to his high school instructors. Neither can he study, take exams, or attend classes in the same way. The voluntary nature of education offered at a university necessitates an active, rather than a passive, participation on the part of the student. It is essential to his survival and success in the university that the student be aware of his responsibility to learn as much as he can and that he be given the opportunity to do so (Counseling Center, Departments of Counseling and Education).
6. To assist the student in his adjustment to the university by familiarizing him with campus facilities, introducing him to the library research procedures,

instructing him in study skills, and building the self-confidence to function independently.

7. To help the student, who has determined the appropriate personal and vocational goals, to develop the academic skills, motivation and self-confidence necessary to achieve his goals (Counseling Center, Testing Services).

8. To make it possible for the academically underprepared student to "catch-up" with the traditional student, academically and socially, without losing his sense of individuality and/or cultural uniqueness:

   a. By developing the basic academic skills necessary for college success.

   b. By providing access to complete and effective guidance services along with a balanced program of supportive academic services to promote the development of a good self concept.

   c. By experimenting with teaching techniques and educational programs designed to fit the student's educational needs and interests.

   d. By developing in the student self-awareness, self-discovery, and self-direction.

   e. By providing access to an efficient program of extensive personal and academic counseling on a one-to-one basis, to alleviate frustration, especially during the freshman and sophomore years.

9. To provide (through workshops) in-service training in alternative methods of teaching for the faculty participating in the activities of the Center.

10. To provide an opportunity for those students majoring in curricula which require practicums (education, counseling, reading, sociology, speech pathology, etc.) to receive valuable real-life experience. This experience would provide these students and supervising faculty members, who normally

must travel off campus at university expense, with a convenient and economical location and would provide the CEO with competent, motivated, interested, and professional staff at little cost other than housing, equipment, and office staff.

(Note - While the WMU Model does not specifically cover unique concerns relating to the physically handicapped student, each institution receiving this paper is encouraged to give careful consideration to the special needs of its handicapped students as well.)

Implementation of the Model

Based upon the experience of the Wright Institute Program to Change Higher Education Personnel, reported in the previous section, the primary requirement for implementation of a Center for Educational Opportunity is a commitment on the part of the institution. This commitment implies needed financial support from the board or an outside source, a commitment on the part of the administration in terms of providing the appropriate organizational and facilities support, and commitment on the part of the faculty in terms of sensitivity to student needs and a willingness to make referrals and provide other assistance to the Center.

Obviously, although the center is structured as a separate organizational entity, many, if not all, of its functions can be performed by other existing units within an institution. The functions described, however, would be seen as essential to a successful program to assist students with academic needs.

Operation of the Center

I. Referral: The CEO would serve primarily the student who needs special assistance to survive successfully in the college environment. The major criterion

for selection would be an academic deficiency severe enough to lessen or doom, altogether, that student's chances of success. It is essential that this student be identified and sent to the CEO before he experienced such difficulty that he either could not or would not continue his postsecondary education. The obligation of seeking help should not rest wholly with the student; therefore, the administration and the faculty must take the initiative in a reliable system of referral. This can be accomplished in several ways:

A. As part of the orientation process, the entering freshman should be informed of the CEO services and encouraged to take advantage of these services before the semester begins, or as soon as he can after the semester begins.

B. As part of their program, the Admissions Office should submit to CEO a list (based on its access to information such as GPA's, test scores (ACT, SAT), and high school contacts) of students who might need special academic assistance. For instance, a GPA of 2.0 or below is a good indication that a student will have some adjustment problems academically; or certain scores on standardized tests indicate problems and/or weaknesses in the student's academic preparation, i.e., verbal, quantitative, etc. Close contact with high schools should also provide some information concerning their estimation of a student's needs in postsecondary education. (Ideally, entering students who score in the lowest 15 percentiles on the ACT or who enter with a high school GPA of 2.0 or below should be required to take a battery of diagnostic tests and, if necessary, enter a recommended sequence of developmental courses.) Once this information is forwarded to

the CEO, the students would be contacted, informed of the services available, and invited to participate in those services.

C. As part of their program, the Records Office should send to the CEO, at the end of every semester, a list of those students on academic probation. Ideally, each student on academic probation should be required to participate in the CEO programs as part of the readmission process. Absolutely no student should be granted readmission into the University after petitioning without being required to go to the CEO for an interview and, if necessary, take the CEO series of diagnostic tests.

D. The Counseling Center, in the course of its activities, should be alert to the student who needs the special academic assistance offered by the CEO and send him to the CEO for an interview and testing. The Counseling Center also offers a special counseling service and series of workshops on self-defeating behavior for students on academic probation. These services could be very effectively coordinated with the academic services offered by the CEO especially geared for the student with academic deficiencies, i.e., study centers, study skills workshops, tutorial assistance, etc.

E. Academic Advisors should refer students to the CEO who show an inverse relationship between academic preparation and vocational aspirations. To avoid possible frustration and problems, the CEO, through Testing Services, can find out if the student has the potential and resources to achieve his goal. If he has, but is academically deficient, the CEO has the job of helping him to achieve his goal through special academic assistance. If it is discovered that the student has neither the potential nor the resources to achieve his goal, he should be referred to the Counseling Center for vocational counseling and assigned an appropriate academic advisor.

F. Individual instructors should refer students whom they feel would benefit from the services offered at the CEO. Often, instructors do not have the time or the special training to help students who lack the academic skills necessary to pass their courses.

G. Any student can refer himself to the CEO, and should be encouraged to do so. However, very few freshmen can do this soon enough to do themselves any good. Moreover, the deadly cycle of failure and academic probation, once started, is rarely conducive to successful learning experiences. This is why it is essential that the student be identified before he experiences academic difficulties.

H. The Office of Financial Aid should work closely with the CEO in encouraging (and may even mandate) students on financial aid to take advantage of the CEO special services and in sharing information.

II. Needs Assessment: Students can be referred to the Center under three circumstances: (1) as entering freshmen, they can be referred by the Admissions Office as part of the admissions process and entered into the CEO programs; (2) as regularly enrolled students who have been on the campus for more than one semester, they can be referred by any one of the previously mentioned sources; and (3) as regularly enrolled students experiencing a crisis situation, they can refer themselves.

A. Procedure:

1. Pre-Interview: When the student is referred to the Center, an appointment is made for him within one week, to have an initial interview with the director and/or another CEO staff member. (It will be necessary to respond at once to emergencies.) Upon termination of the interview,

the student will be scheduled for testing and/or counseling. The interviewer should write a report on his/her initial impressions of the student's academic needs, social needs, and general strengths and weaknesses, as they would affect his positive interaction within the University (to be processed no later than the following day). If the student is then referred to additional supportive services on campus, a copy of the report should be forwarded to that service. These reports are to be kept on file and used as data to verify annual reports and predict future needs.

2. Diagnostic Testing: The Instructional Unit of the CEO, in cooperation with Testing Services, would conduct a basic skills assessment of the student through a series of diagnostic tests in the areas of writing, math, and reading. The results of the tests would be filed and/or forwarded to the CEO director for the post interview.

3. Post-Interview: Within one week of the testing, the results of the tests would be discussed with the student and a decision would be made, at this time, about what course of action to take, i.e. CEO sequence of courses, study skills assistance, tutorial assistance, counseling, etc. Appropriate services would be scheduled for the student. The tests and results should be filed.

B. Program Routes:

1. CEO Student: When an entering freshman is referred to the CEO (through Admissions or Financial Aid), he is interviewed and given a series of diagnostic tests. If the results of these tests indicate a need for special developmental instruction before the student can successfully complete college-level courses, he will be entered into a recommended

sequence of developmental courses and to CEO services and, if necessary, to other supportive services on campus. Each first year student served by the CEO will be assigned a program counselor or coordinator. These program counselors or coordinators should be full-time professional persons who have substantial experience in working with students and who have a broad knowledge of University rules, regulations, and expectations. Students should be required to meet with their counselor or coordinator at least twice per month to discuss progress and any problems that might arise. In order to make instructors aware of students' needs and the objectives of the CEO program, program coordinators, counselors, and academic advisors should work closely with them. As a result, they would be regularly informed of changes in CEO program objectives. On the other hand, CEO program staff would receive, on a regular basis, information which documented the progress and participation of all students assigned to them.

2. Regularly Enrolled Student: When a regularly enrolled student is referred to the Center (for example, the student on academic probation, the student flunking a course, or the student who refers himself in an emergency situation), he can be channeled into any one of the appropriate CEO services, i.e., a recommended sequence of developmental courses (in specific areas), tutorial component, study skills workshops, remedial/developmental modules, etc.

Without a doubt, for the assessment stage to work effectively, the CEO must have the support and cooperation of the other supportive services on campus, especially Testing Services, the Counseling Center, the Admissions Office, the Records Office, Academic Advising, and the Ombudsman's Office.

III. CEO Services:

Since it is one of the stated objectives of the CEO to utilize as many of the existing supportive services on the campus as possible, it will be necessary to have a close working relationship with the faculty. Also, since these services are not part of the regular course work, each student will be expected to meet his obligations if he signs up.*

A. Academic Advising Into A Sequence of Developmental Courses:

1. Rationale: If it is decided that a student needed the services of the CEO program, he would be advised into a sequence of developmental courses already offered within various departments on campus (or courses specially developed for this program). Placement in this sequence would be based on the evaluation of the student's performance on the Davis Reading Test (or any similar reading test), a writing sample, and a math test developed by the Instructional Unit of the CEO. The major emphasis of this program on intensive, individualized instruction (small classes; required lab work) is a result of the conviction that special programs which concentrate on building only cognitive skills in the academically underprepared student are doomed to limited success. That this student is underprepared academically is a certainty, but he is also underprepared in terms of certain attitudes and modes of behavior that would seem to be required for academic success. Close contact with instructors, sensitive to the needs of these students in these courses, will hopefully provide the necessary

*One possible way of motivating the student to continue with his extra assignments at the Center is to have him sign a contract whereby he sets a certain level of achievement for himself in a subject or skill area and agrees to work at a given rate until he achieves that level.

orientation and confidence, academically and personally, for a successful college career. Moreover, a program of sequential courses allows the student a choice of courses fitted to his individual needs and offered at a reasonable pace without slowing down his academic progress within the four-year track. In this way, the non-traditional student becomes more quickly and easily content proficient in his courses, attitudinally proficient in his thoughts toward college, and motivated to achieve. Though this program of courses would give academic credit for remedial work and, thus, appear to take away credit hours from other departments, such a program would, in fact, keep those students in the University who would probably drop out otherwise.

2. Methods and Procedures: It is preferable that the evaluation of the reading test, the writing sample, and the math test be included as part of the admission process. This would enable the CEO director to make course stipulations at the time of the final admission interview. The reading test and writing sample could serve both as a guide to admission and as a placement instrument. If, however, these evaluations were not made prior to admission, the Instructional Support Unit could administer these tests prior to registration. Obviously, no student newly admitted to the program should be allowed to register prior to taking the placement tests.

Once such a program of developmental courses (especially writing) was established and adequately staffed, it should be open to any student regardless of his classification or curriculum. Naturally, such a student should be given a diagnostic test so that he could enter the course suited to his level of achievement in a specific academic area.

3. Placement:

a. Testing:

(1) Reading: Determination of reading placement will be based on the student's percentile level of comprehension in relationship to other college freshmen. The following classifications will be used:

(a) Poor Davis (lowest quartile)

(b) Average Davis (25%tile - 50%tile)

(c) Good Davis (upper 50%tile)

The percentile speed of comprehension and diagnostic information on reading skills will not be used for placement in sequences, but will be available to inform students of their strengths and weaknesses and to assist instructors and tutors in determining the special reading needs of individual students.

(2) Writing: Determination of writing placement will be based on the student's grasp of basics (punctuation, grammar, complete sentences, etc.) and his grasp of compositional skills (organization, transitions, clarity of expression, sophistication of sentence structures, etc.) Classification of these elements will be as follows:

(a) Poor Writing (student generally makes errors in basics)

(b) Average Writing (student generally writes without errors in basics, but lacks compositional skills)

(c) Good writing (student has sufficient mastery of basics and compositional skills)

(3) Math: Determination of math placement will be based on the student's grade level of achievement because the beginning Math 100 (WMU) assumes an 11th grade knowledge of math skills. Classification of these skills will be as follows:

(a) Poor Skills (5th to 7th grade level)

(b) Average Skills (8th to 10th grade level)

(c) Good Skills (11th to 12th grade level)

b. Course Sequence: After the student has been tested, he and the CEO director, or the CEO staff member assigned to him, discuss the results of the tests. A sequence of courses appropriate to his academic needs and personal goals will then be recommended.

B. CEO Instructional Unit: The following components will comprise this unit, which will be the most important part of the CEO.*

1. Diagnostic Testing: The CEO staff (learning skills, math skills, writing skills, and reading skills) will be responsible for developing and/or collecting tests to be used for needs assessment, periodic appraisals, and follow-up. No fee for testing will be charged to students. Naturally, the cooperation and assistance of Testing Services would be essential to this operation.

a. Skills to be tested:

(1) Math

(2) Reading

(3) English-writing

(4) Motor skills-fine and gross

(5) Abstract thinking

*Based, in part, on the EPOCH (Educational Program for Opportunity and Change) at Kalamazoo Valley Community College, Kalamazoo, Michigan.

b. Immediately after (within several days) basic skills testing has been completed, the CEO staff will score the tests and give them to the CEO counselor who interviewed the student.

c. The CEO counselor will discuss scores with the student and direct him to the learning skills specialist and/or a tutorial technician who will set up the necessary schedule.

2. Learning Laboratory:

a. Study Skills Component: This component will be staffed by a learning skills specialist who will be a general resource person for the entire CEO staff, in addition to other duties.

(1) Position Description: The CEO Learning Skills Specialist will be responsible to the CEO Director for diagnosing study and/or learning problems of CEO students and providing appropriate learning experiences to help those students learn those skills.

(2) Duties and Responsibilities:

(a) Match instructional reading materials in the CEO Instructional Unit to the specific skill taught.

(b) Help students locate appropriate materials in the CEO Instructional Unit and explain their use.

(c) Keep a daily record of each student's activities in the Learning Lab.

(d) Design and administer learning modules for basic skills development.

(e) Evaluate the progress of each student toward developing basic study and/or learning skills.

(f) Assist the Learning Laboratory supervisor in creating and purchasing new materials for the Learning Lab.

(g) Design or select and administer appropriate testing materials for the needs assessment part of the program.

(h) Assist tutorial specialist in the supervision of student tutors.

(i) Schedule and conduct weekly workshops in study skills, i.e., effective scheduling of time, note-taking, listening skills, test-taking skills, etc.

b. Basic Academic Skills Component: This component will be staffed by two or more Instructional Specialists in the area of reading, writing, math, and science. If necessary, they can teach the CEO sequence of courses or, if the courses are taught within academic departments, they can coordinate their learning modules with those courses so that the student is provided with additional assistance outside the classroom.

(1) Position Description: The CEO Instructional Specialists are responsible to the CEO Director, to provide appropriate learning experiences to help students learn the basic skills in reading, writing, math, and science.

(2) Duties and Responsibilities:

(a) Match instructional materials in the Learning Lab with the specific academic area being taught.

(b) Design learning modules for specific area skills.

(c) Tutor CEO students individually or in groups on specific area skills.

(d) Keep a daily record of each student's activities in the Learning Lab.

(e) Work with the learning skills specialist to improve basic skills of the student, if the lack of these skills interferes with progress in acquiring basic academic skills.

(f) Evaluate progress of each student toward improving basic academic skills.

3. Tutorial Component: The function of the tutorial component would be to refer students (who were having difficulties in their course work) to available and competent sources from whom they could receive assistance. Tutors would be obtained by the following methods:

a. A list of competent upperclassmen and graduate students would be drawn up and, from these, the CEO could select, on the basis of academic preparation, teaching ability, and personality, those who fit the criteria for a tutor/counselor. There would, of course, be funding for these tutors and they would be paid by the hour or on a semester basis.

b. The solicitation of volunteer tutors could be accomplished by:

(1) Contacting campus organizations (i.e., Pegasus, Greeks, honor groups).

(2) Cooperation from various departments such as English, Math, Biology, Business, etc.

(3) Solicitation of the community for qualified people who, for some reason or other, are not active in their professions, especially teachers.

c. Students who require some kind of training or internship for graduation, for example, Teacher Education, Sociology, Psychology, and Counseling, would be drawn from the different colleges within the University. Some arrangements could be made with the individual departments whereby the student would get academic credit for his participation and professional training under the supervision of a qualified person.

As part of their participation in the CEO tutorial program, volunteer tutors would receive professional assistance from the CEO Instructional Unit, particularly from the Learning Skills specialist.

C. Counseling Unit: Ideally, this unit should be staffed by representatives from the University Counseling Center. However, the CEO would need to have one counselor on a full-time basis or two counselors on a part-time basis.

1. Position Description: The CEO Counseling Specialist would be responsible to the CEO Director. The assignment would involve counseling CEO students, both on a scheduled and "on-call" basis, frequently during evenings and weekends.

2. Duties and Reponsibilities:

a. Provide program counseling services for CEO students.

b. Provide liaison and communication with students and CEO staff, as well as with the university offices and staff, as necessary to carry out counseling responsibilities.

c. Perform other counseling responsibilities related to CEO and its students, as assigned by the Director.

IV. Evaluation: It is essential, in a program of this nature, that evaluation take place on an on-going basis, rather than the more conventional biannual or annual basis. For this reason, communication must be open at all times between the CEO staff and the University faculty and administration, and among the CEO staff members themselves.

A. Responsibilities of the CEO staff in the evaluation process:

1. Each student receiving CEO services will receive intermittent progress reports.
2. The counselor for each CEO student served will have verbal conferences with CEO staff members on the student's progress and receive reports at the end of each semester.
3. The instructors involved with each CEO student will have verbal conferences with CEO staff members on the student's progress.
4. The individual staff members will assume the responsibility of setting up the appropriate learning modules, consistent with the student's needs, and discussing this program with the student's tutor.
5. The individual staff members will assume the responsibility of informing the appropriate faculty members (the instructors the student has that semester) that the student is receiving CEO assistance.
6. Periodic meetings with involved faculty are required of CEO staff members, and will be recorded.
7. Periodic meetings between the student and his assigned CEO staff will be recorded.
8. Periodic retesting for all students in the CEO program will be done and recorded, and fed back to appropriate persons within the University--counselors, faculty, etc.

B. Follow-Up Procedure: At the end of every semester, each student who has requested and received the services of the CEO will be contacted and interviewed. At this point, it will be decided, by the student and the interviewer, whether or not the student needs additional assistance. If he does, his file would be updated and his schedule arranged for the following semester. If he does not need further assistance, his file would be classified as inactive until the end of the following semester when a routine check would be run on his progress.

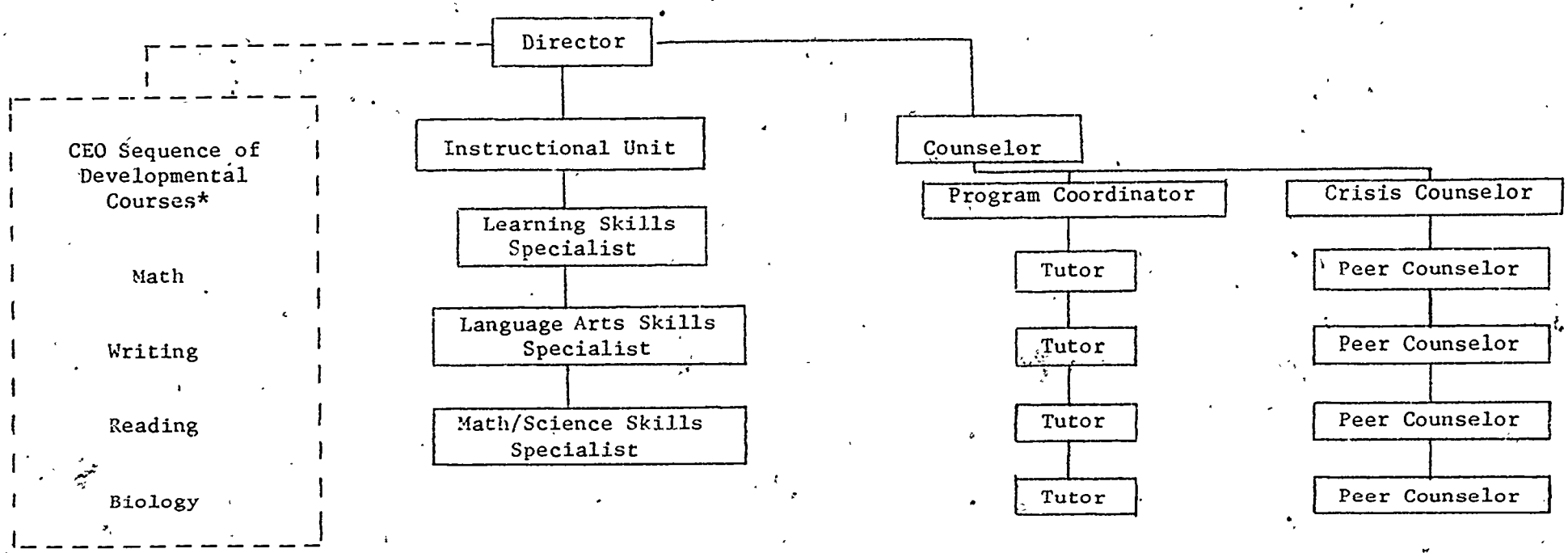
C. Advisory Committee: The establishment of an active advisory committee is necessary to coordinate the University's activities with the CEO programs and the students' needs and expectations. Members of this committee will make recommendations to the CEO staff on the development of needs and the identification of students. The advisory committee should consist of the Associate Vice-President for Academic Affairs, the appropriate representatives from the Admissions Office, the Records Office, Academic Advising, Testing Services, the Counseling Center, and the various academic departments. In addition, the CEO Director would sit on this committee and serve as official liaison person for the CEO to the University. A minority student affairs representative and two CEO students should also sit on this committee, which should meet monthly.

D. Evaluation Strategy:

1. The University Testing Services will administer a program of pre- and post-testing to all first-year CEO students to measure the students' acquisition of basic academic skills.
2. The maintenance of a 2.0 GPA will be considered an indicator of success.

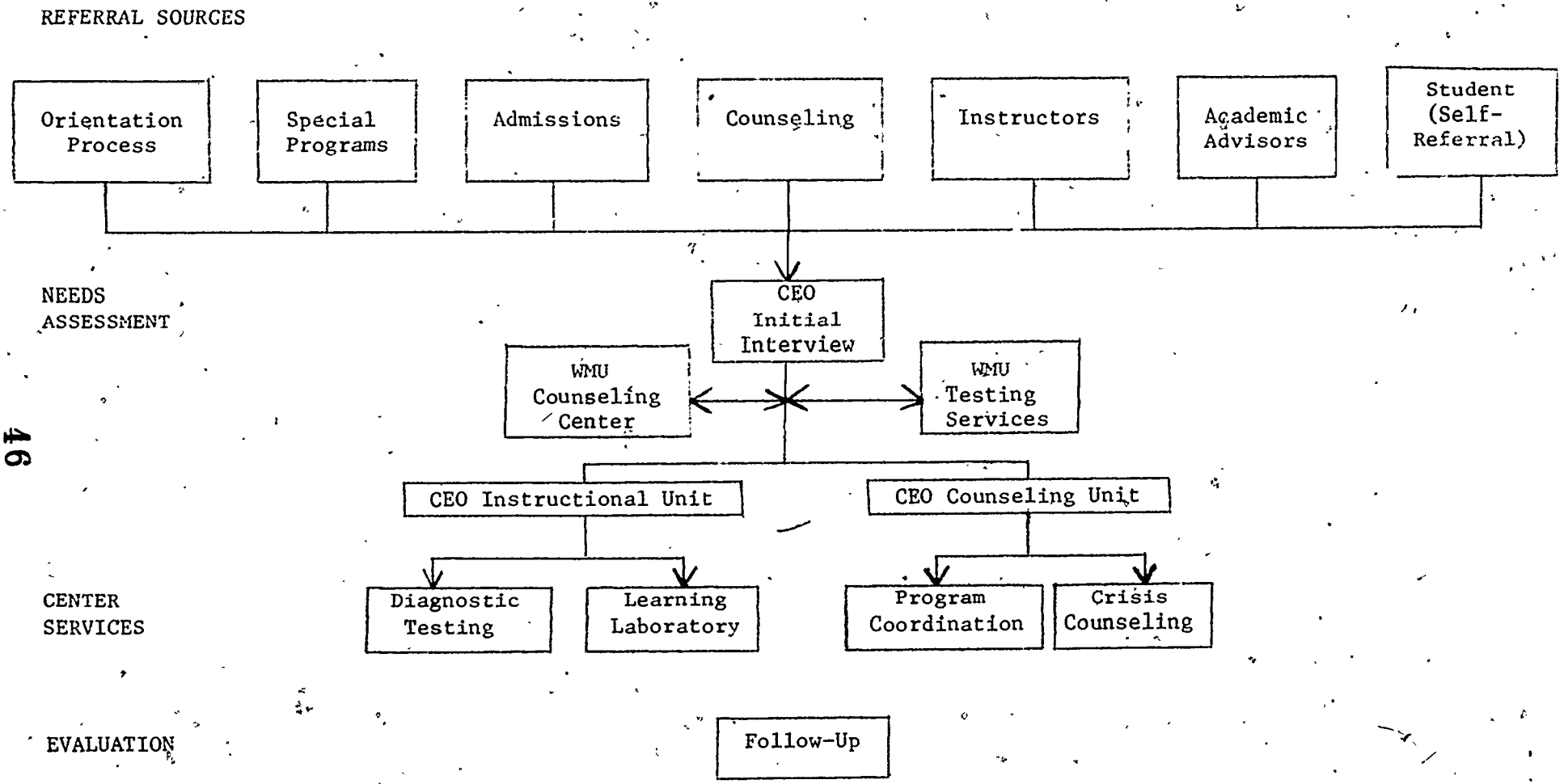
3. Students who are not yet qualified to enter a specific course in their curriculum will be prepared by the CEO to do so. Credit for the course will be an indicator of success.
4. Average grades of CEO students will be compared with average grades of the non-CEO students in the same courses and programs.
5. Survey questionnaires and statistical data will be designed and participants will be asked to respond to them anonymously. The CEO programs will be considered successful if the overall rating, by two-thirds of the participants, is positive.
6. When evaluation during the year indicates that services should be modified, appropriate actions will be taken with the University to change the program accordingly.
7. A report by the CEO Advisory Committee will summarize impressions of members of the committee. Its judgment that the program has been a success will indicate success.
8. A program analysis by the University's research and evaluation unit will look at such aspects as organizational structure, population to be served, personnel expertise and availability, program goals, objectives, methodology, and budget. This will be done twice during the academic year.
9. A comprehensive report will be prepared at the end of the fiscal year, evaluating activities during that year. It will include summaries of data collected and conclusions about the success of the program.

I. CENTER FOR EDUCATIONAL OPPORTUNITY STRUCTURE



*To be implemented if these developmental courses are not already offered within the existing framework of the University.

II. CENTER FOR EDUCATIONAL OPPORTUNITY FLOW SYSTEM



CHAPTER IV

Summary and Recommendations

Information from a variety of sources seems to indicate that a wide range of postsecondary-level students, not just those traditionally classified as "disadvantaged," are experiencing difficulties in coping with a rigorous college curriculum.

Institutions which have successfully implemented open access programs which have resulted in the admission of many students who do not possess a traditional "college prep" background increasingly recognize a heavy responsibility to adjust their programs to address the unique personal and academic problems of these "new students." The increased number of older persons returning to school who have been out of the academic mainstream for some time, and the higher proportion of part-time persons who cannot devote full time consideration to college study further accentuates the need for innovative academic support services.

At present, no mechanism exists to fully assess the scope and extent of the difficulties of such students. Thus, there is considerable variance in the level of commitment on the part of faculties, administrators, college boards and State officers in assisting students, once enrolled, in gaining full benefit from their college experiences. However, a wide variety of existing and planned programs have been developed to assist students in their academic problems and some of these have been summarized in Chapter II of this report. These efforts have met with varying degrees of success, according to the project reports.

A number of studies have also been cited which identify variables that have impact on the programs and services for students. These include studies of the importance of attitude and other desirable characteristics of faculty and models for measuring the effectiveness of programs.

Chapter III provides examples of the kinds of support services which can be provided, using a model developed at a specific institution. This model includes the reference to referral, assessment of the needs of the student, specific services to be provided and follow-up services. An assessment mechanism to measure program effectiveness is an integral part of the process.

Recommendations

From the perspective of the State Board of Education, it appears that a number of specific steps are in order:

1. As one of the major difficulties in this area is the assessment of the scope and extent of the problem, staff of the Department of Education shall endeavor to work cooperatively with institutions, groups and other agencies in identifying areas of student academic deficiencies. Further, information regarding institutions which operate successful programs or services should be disseminated throughout the academic community and to the Legislature and Executive Office.
2. The Legislature should be requested to consider in the institutional appropriation process the need for support services such as those discussed in this paper.
3. The State Board of Education should support the development of several model centers for "Educational Opportunity" at various types of

Michigan postsecondary institutions, which would provide for the functions of referral, needs assessment, remedial academic support and tutorial services and follow-up. Such projects should include a rigorous evaluation and provide for a means of implementing similar programs at other institutions if the mechanisms prove successful. Included in the design would be an indication of financial support needed for such a project, which would be presented to the Executive Office and the Legislature.