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ABSTRACT

This is the fifth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as compensatory education, compensatory education programs, college bound students, college admission, college entrance examinations, open enrollment, college placement, college preparation, and Negro colleges are used to encompass the concept of College Compensatory programs. The bibliography covers materials in the ERIC system from January 1970 through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

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ERIC/CUE CAPSULE BIBLIOGRAPHY SERIES

Number 5, August 1976

COLLEGIATE COMPENSATORY PROGRAMS

Compiled by

Raja Jayotilleke

U.S. DEPARTMENT OF HEALTH,
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EDUCATION

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Teachers College-Columbia University - New York, N.Y. 10027

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INTRODUCTION

This is the fifth of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as compensatory education, compensatory education programs, college bound students, college admission, college entrance examinations, open enrollment, college placement, college preparation, and Negro colleges were used to encompass the concept of Collegiate Compensatory Programs. The bibliography covers materials in the ERIC system from January 1970 through July 1976.

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The cited items are arranged exactly as they have been printed out by computer: citations are in descending order of ERIC number, and documents follow the journal articles in the bibliography.

A categorized index to the references is provided on page iv.

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1 EJ127357 CG509380
Compensatory Education: Effective or Ineffective?
Rayburn, Wendell G.; Hayes, Edward J. Journal of
Counseling Psychology: 22: 6: 523-528 Nov 75
Descriptors: *Academic Achievement/ *Compensatory Education
Programs/ *Disadvantaged Youth/ *Negro Students/ *Success
Factors/ Motivation/ Higher Education/ Aspiration/ Racial
Differences/ Performance Factors
This study measured the effectiveness of a college level
compensatory program for black disadvantaged students relative
to aspiration, motivation, and academic levels as compared to
advantaged students. Results revealed that the disadvantaged
group reduced the gap between initial disparities on the
criterion measures for the independent variables measured.
(Author)

2 EJ125220 UD503744
Upward Bound - Downward Bound: The Death of a Federal Program
Butler, Willie L.; Gipson, Clarinda Integrated Education:
13: 4: 10-13 Jul-Aug 75
Descriptors: *Federal Programs/ *Program Evaluation/
*Disadvantaged Youth/ *College Preparation/ Compensatory
Education Programs/ Higher Education/ High School Students/
Dropouts/ Post High School Guidance
Identifiers: *Project Upward Bound
Critically examines a study of Project Upward Bound by the
General Accounting Office, the purpose of which was to
determine the effectiveness of Upward Bound programs in
preparing disadvantaged students for college, charging that the
GAO researchers were insensitive in determining Upward Bound
success and criticizing the role of education in American
society. (JM)

3 EJ124461 HE506735
IIT Pushes for More Minority Engineers
DeYoung, Henry G. Change: 7: 8: 13-15 Oct 75
Descriptors: *Engineering Education/ *Recruitment/ *High
School Students/ *Minority Groups/ *College Preparation/ Higher
Education/ Cooperative Programs/ Post High School Guidance
Identifiers: *Illinois Institute of Technology/ IIT
Describes the Illinois Institute of Technology (IIT) program
of recruiting minority high school students for engineering
careers. The program includes Saturday and summer courses for
juniors and seniors in engineering concepts and skills and
reading and communication skills, on-the-job training, and
placement in a regular 4-year engineering curriculum. (JT)

4 EJ117313 CG508585
A Salute To Excellence
Purnell, Silas Journal of the National Association of
College Admissions Counselors: 19: 4: 22-23 Mar 75
Descriptors: *Negro Students/ *Higher Education/ *Minority
Groups/ *College Admission/ *Recruitment/ State Of The Art
Reviews/ Interviews
An interview with Silas Purnell, Director of Education
Service for the Ada S. McKinley Community Service Organizations
reveals some of the failings in higher education which are
facing minority students today. (HMV)

5 EJ113944 CG508375
A National Comparison of Universities Successful and Unsuccessful in Enrolling Blacks Over a Five Year Period
Sedlacek, William E.; And Others Journal of College Student Personnel; 16: 1; 57-63 Jan 75
Descriptors: *College Admission/ *Negro Students/ *Admission Criteria/ Higher Education/ Research Projects/ Minority Groups/ Comparative Analysis
Results from 109 of 110 large universities showed a national increase in new black freshman enrollment from three percent in 1969 to six percent in 1973. Schools most successful in enrolling blacks tended to emphasize academic programs, and least successful schools tended to emphasize money. (Author)

6 EJ113942 CG508373
Predictors of College Success for the Disadvantaged Mexican-American
Lowman, Robert P.; Spuck, Dennis W. Journal of College Student Personnel; 16: 1; 40-47 Jan 75
Descriptors: *Mexican Americans/ *College Admission/ *Admission Criteria/ *Success Factors/ Higher Education/ Research Projects/ Minority Groups/ Ethnic Groups/ Predictor Variables
For 75 Mexican-American students in a transition year program at selective private colleges, multiple regression analysis revealed that nontraditional predictors such as low income, English difficulty, denied regular college admission, and high school underachievement with high IQ accounted for more variance in first year college success than did the traditional predictors. (Author)

7 EJ113895 CG508326
Motivational and Remedial Counseling Strategies and the Examination Performance of Open Enrollment Students
Strickland, Edward College Student Journal (Monograph); 8: 4 (Pt2); 2-11 Nov/Dec 74
Descriptors: *Counseling Programs/ *Open Enrollment/

8 EJ113467 U0503429
A survey of Black Connecticut High School Graduates Attending Out-of State Colleges and Universities
Lyons, James E. Journal of Negro Education; 63: 4; 506-511 F 74
Descriptors: *College Choice/ *Negro Students/ *College Admission/ *Student Costs/ *State Colleges/ State Universities/ Negro Colleges/ Financial Support/ Student College Relationship / Compensatory Education Programs
It was found that a strong desire to leave the state of Connecticut was a major force in black students attending out of state colleges and universities. Other contributory factors included the Connecticut schools lengthy admissions evaluations, the structure of some compensatory education programs, a non-competitive financial aid program and the insensitive image of predominantly white institutions. Recommendations are made to remedy some of these conditions. (EH)

9 EJ112269 CG508286
Some Problems of Minority Recruiting
Burton, Gene E. Journal of College Placement; 35: 2; 71-73 W 75
Descriptors: *Minority Groups/ *Recruitment/ *College Admission/ *Academic Standards/ *College Attendance/ Student Evaluation/ Career Planning/ Higher Education/ State of the Art Reviews
This article discusses the inadequacy and inappropriateness of standards used in recruiting minority students. (Author)

- 10** EJ103390 UD503036
Blacks on White College Campuses: 1823-Present
Britts, Maurice W. Negro History Bulletin; 37: 4: 269-272
Jun/Jul 74
Descriptors: *Educational History/ *Negro Education/ *Higher Education/ *Recruitment/ *College Admission/ *College Integration/ Negro Colleges/ Student Enrollment/ Negro Students / College Students
Traces the history of the Black American in his quest for a higher education from the lone Negro, John Russwurm, in 1826, who graduated from Bowdoin College, Maine, and concludes with a resume of present minority recruitment programs on various campuses. (Author/JM)
- 11** EJ103043 RC501548
Are You Going to College?
Education Journal of the Institute for the Development of Indian Law; 1: 5: 3-30 Dec-Jan 73
Descriptors: *American Indians/ *College Admission/ *College Students/ *Financial Support/ *Success Factors/ College Choice/ Educational Resources/ Federal Programs/ Guides/ State Programs
The article explains how to choose a college, the admissions process, financial aid, and federal student financial assistance programs -- both the Bureau of Indian Affairs (BIA) Scholarship Program and Office of Education Financial Aid Programs. The Appendix includes a glossary, programs and aid in specific professional areas, BIA Area Office Scholarship Officers, tribal scholarships and loans, and State grant and loan programs. (KM)
- 12** EJ102383 CG507648
Non-Traditional Admissions Criteria for Disadvantaged Students
Mares, Kenneth R.; Levine, Daniel U. Journal of the National Association of College Admissions Counselors; 19: 1: 17-20 Jul 74
Descriptors: *Admission Criteria/ *College Students/ *Disadvantaged Youth/ *Guidelines/ *College Admission/ State of the Art Reviews/ Selection
Ever since an effort has been made to accommodate students uncomfortably referred to as "minority" or "disadvantaged," traditional admissions criteria have had to be modified or eliminated, leaving the admissions office without a selection formula or guidelines. The authors list ten existing non-cognitive criteria, add five of their own, and measure their validity. (Author/PC)
- 13** EJ100929 EA505111
Now That Marco DeFuntis Has His Law Degree...
Weaver, Warren Compact; 8: 4: 5-8 Jul-Aug 74
Descriptors: *College Admission/ *Admission Criteria/ *Minority Groups/ *Court Cases/ *Legal Problems/ Equal Protection/ Higher Education
Identifiers: *Affirmative Action Programs
Discusses the effects of the recent United States Supreme Court case dealing with special criteria for admitting minority applicants to schools. (JF)
- 14** EJ098759 UD502986
Cognitive Bias and College Admission
Menges, Robert J. Integrated Education; 12: 1-2: 30-32 Jan-Apr 74
Descriptors: *Predictor Variables/ *Educationally Disadvantaged/ *Test Bias/ *Higher Education/ *College Admission/ Cognitive Measurement/ Academic Standards/ Predictive Ability (Testing)/ Admission Criteria
Based on the argument that traditional college admissions standards comprise elements that are invalid predictors of significant contributions to society, the author discusses selected results of a study which measured college applicants' non-academic activities and productive thinking capacity as possible predictors of success in college. (Author/SF)

- 15** EJ097659 CG507205
Using Biographical Data as a Predictor of Academic Success for Black University Students
Beasley, Stewart R.; Sease, William A. Journal of College Student Personnel; 15: 3: 201-205 May 74
Descriptors: *Minority Groups/ *Academic Achievement/ *Negro Students/ *Grade Prediction/ *College Admission/ Self Concept/ College Students/ Cocurricular Activities
Student Profile Section (SPS) responses from 176 black university students were examined for nonintellective academic prediction potential. Fourteen SPS variables yielded significant correlation coefficients with both first semester GPA and cumulative GPA. It was concluded that nonintellective factors did exist and were useful predictors of academic success for black university students. (Author)
- 16** EJ095515 SP502494
Academic Implications of a High School Entrance Examination for Economically Disadvantaged and Other Students
Murphy, Maureen Cartwright Journal of Educational Research; 67: 7: 303-6 Mar 74
Descriptors: *Academic Achievement/ *College Entrance Examinations/ Comparative Analysis/ *Disadvantaged Youth/ Economic Disadvantage/ *High Schools/ High School Students
Identifiers: High School Entrance Examinations
Comparison, over four years, of academic performance (reading, algebra, and weighted GPAs) of two groups of students regularly admitted, via an admissions test, and one group specially admitted, via a summer program, to a specialized high school in New York City showed significant differences at the .05 level. (Author/JA)
- 17** EJ093251 HE505098
Community Colleges. Free Access: What it Takes
Evans, Jerome Change; 6: 2: 53-54 Mar 74
Descriptors: *Higher Education/ *Community Colleges/ *Open Enrollment/ *Educationally Disadvantaged/ *Minority Groups/ Educational Opportunities/ Educational Finance/ Low Income Groups
Identifiers: Extended Opportunity Programs and Services
The Extended Opportunity Programs and Services (EOPS) in California appears to be a very successful program with considerable promise for substantially raising higher education participation rates for low-income and minority group students. (Author)
- 18** EJ093247 HE505094
The Necessity of Excellence. Howard University
Coombs, Orde Change; 6: 2: 36-41 Mar 74
Descriptors: *Higher Education/ *Negro Colleges/ *Negro Education/ *Negro Institutions/ *Negro Leadership/ Educational Problems/ Educational Administration
Identifiers: Howard University
Howard University has been short-changed by the federal government, yet it continues to fight against mediocrity for black self-definition. (Editor)
- 19** EJ089712 HE504917
The Community College and the Disadvantaged
Morrison, James L. Research in Higher Education; 1: 401-413 73
Descriptors: *Higher Education/ *Community Colleges/ *Disadvantaged Youth/ *Educational Programs/ *Open Enrollment/ Remedial Programs/ Educationally Disadvantaged/ Educational Opportunities/ Academic Standards/ Admission Criteria
- 20** EJ089621 HE504826
Does Open Admission Equal Open Graduation?
Hales, Loyde W.; Tokar, Edward College and University; 49: 1: 58-61 F 73
Descriptors: *Higher Education/ *Admission (School)/ *Minority Groups/ *Success Factors/ *Open Enrollment/ Academic Standards/ Educationally Disadvantaged/ Educational Opportunities/ Universal Education/ Graduation

- 21** EJ089410 EA504435
Once a Flunkie; Now a College Freshman
Bard, Bernard. Nation's Schools; 93; 1: 28-30 Jan 74
Descriptors: *Disadvantaged Youth/ *Compensatory Education
Programs/ *College Bound Students/ *College Preparation/
Remedial Programs/ Educationally Disadvantaged/ Program
Descriptions
Identifiers: New York City
Describes how New York City's unusual compensatory education
program helps poor students become good students. (Author/DN)

- 21A** EJ089259 CG506583
The Psychologist as Counselor in College "High Risk" Programs
Denmark, Florence; Trachtman, Joan. Counseling Psychologist
; 4: 2: 87-92 73
Descriptors: *Psychologists/ *Role Perception/ *Low Achievers
/ *Educationally Disadvantaged/ *Compensatory Education/
College Students/ Counselor Functions/ Behavior Change/ Change
Agents
Some of the problems confronting the counseling psychologist
in high risk programs are considered here, including approaches
to counseling, remediation and administrative issues. (Author)

- 22** EJ087549 CG506514
Expanding Educational Opportunities for Disadvantaged College
Students
Swick, Kevin J. College Student Journal (Monograph); 7:
2pt.2: 1-7 Sep/Oct 73
Descriptors: *Educational Opportunities/ *Disadvantaged Youth
/ *College Students/ *Program Descriptions/ *Compensatory
Education/ Higher Education/ Social Change
Presents an overview of major programs in higher education
directed at helping the disadvantaged, makes a critical
assessment of each, makes recommendations for looking into the
future, and emphasizes the notion that the educational system
is a reflection of the wider social system and conditions that
exist. (Author/CJ)

- 23** EJ084246 CG506287
A Cluster Program For High Risk College Students
Beaver, David P. College Student Journal; 7: 2: 61-65
Apr-May 73
Descriptors: *College Students/ *College Admission/
*Educationally Disadvantaged/ *Low Ability Students/ *Ability
Grouping/ Student Ability
A myriad of problems has arisen from the "open door" policy
many institutions are pursuing. Not the least of these is the
increasing presence of many "high risk" or "academically
disadvantaged" students in classes where they are not
adequately prepared to do college work. This article seeks to
present an innovative approach to the problem. (Author)

- 24** EJ083116 HE504594
Students for Medicine: A Program for the Preparation of the
Disadvantaged Student
Feldman, Lawrence A.; Burnett, Foster F. Journal of
Medical Education; 48: 10: 945-947 Oct 73
Descriptors: *Medical Education/ *Disadvantaged Groups/
*Program Descriptions/ *College Preparation/ Educational
Programs/ Minority Groups/ Higher Education/ Economically
Disadvantaged/ Curriculum Development/ Medical Students
Identifiers: *Students for Medicine Program (SMP)

- 25** EJ080438 UD502365
 Open Admissions: A New Promise for the Disadvantaged''
 Rowley-Rotunno. Virginia Freedomways: 13: 2: 152-156-
 Spr 73
 Descriptors: *Open Enrollment/ *College Admission/
 *Disadvantaged Youth/ *Student Needs/ Economically
 Disadvantaged/ Educational Policy/ Public Policy/ Student
 Personnel Services/ Educational Finance
 Identifiers: *New York
 The author, who is Chairman of Elementary Social Studies
 Methods at Herbert H. Lehman College of the City University of
 New York, points out that the CUNY policy of open admissions
 reflects a switch from elitism based on high academic
 achievement in high school of largely white middle class youth,
 to egalitarianism. (Author/JM)
- 26** EJ079363 UD502304
 North Central Association and Blacks--Myth Or Reality?
 Johnson, Roosevelt Journal of Afro-American Issues: 1: 2:
 205-220 F 72
 Descriptors: *Negro Education/ *Compensatory Education
 Programs/ *Higher Education/ *College Admission/ College
 Entrance Examinations/ Surveys/ Student Enrollment/ School
 Demography/ Student Personnel Services
 Identifiers: *North Central Association Colleges Secondary
 Schools
 Using as a point of departure a 1969 North Central
 Association publication which addressed the problems of the
 disadvantaged'' with college aptitude, an attempt was made to
 discover whether there have been changes as a result of that
 study and the conference which followed. (Author/JM)
- 27** EJ077289 UD502169
 Law School Minorities: What Price Admission?
 Rabinove, Samuel America: 128: 16: 387-389 Apr 28 73
 Descriptors: Academic Standards/ *Admission Criteria/
 *College Admission/ *Competitive Selection/ Court Litigation/
 Educational Disadvantage/ Equal Education/ *Law Schools/
 *Minority Groups
 The professional school is caught between a social need to
 grant preferred admission to disadvantaged minority
 applicants--and the risks that go with reverse discrimination.
 (DM)
- 28** EJ075388 HE503923
 A Black College President Asks for Advice
 Pitts, Lucius H. Soundings: 54: 1: 29-33 Spr 71
 Descriptors: Administrative Personnel/ *Administrator Role/
 Chief Administrators/ Educational Administration/ *Higher
 Education/ *Negro Colleges/ *Negro Education/ Negro
 Institutions/ *Presidents
 The author feels that higher education and social and
 economic mobility for blacks is seriously threatened by lack of
 real spiritual and financial support from the white community.
 (HS)
- 29** EJ070523 HE503761
 DQU Their Own Place in the Sun
 Janssen, Peter Change: 5: 1: 45-48 Feb 73
 Descriptors: American Indian Culture/ *Disadvantaged Groups/
 *Ethnic Groups/ *Experimental Schools/ *Higher Education/
 Mexican Americans/ *Open Enrollment
 DQU in an unique higher learning enterprise modeled by
 American Indians and Chicanos for American Indian and Chicano
 students. (Editor/HS)
- 30** EJ067365 HE503584
 The Open Door Versus the Revolving Door
 Miller, Theresa M. Journal of Higher Education: 44: 8:
 636-645 Nov 72
 Descriptors: *Educationally Disadvantaged/ *Higher Education/
 *Open Education/ *Open Enrollment/ *Universal Education
 Kingsborough Community College is part of the City University
 of New York's open admission experiments. (PG)

- 31** EJ065722 HE503423
 The New Old Westbury
 Lane, Earl Change: 4: 7: 22-23 Sep 72
 Descriptors: *Academic Standards/ Educational Innovation/
 *Educationally Disadvantaged/ Experimental Colleges/ *Higher
 Education/ *Open Enrollment/ *Remedial Programs
 Experimental college deals with the problem of maintaining
 academic standards with an open admissions policy. (HS)
- EJ061012 UD501614
32 Preparing the Disadvantaged for Higher Education
 Fisher, John K. Pennsylvania School Journal: 120: 5:
 180-181, 202 Apr 72
 Descriptors: *College Preparation/ *College Programs/
 *Disadvantaged Youth/ Pretesting/ Program Descriptions/
 Remedial Programs/ *Summer Programs
 Identifiers: *Pre College Educational Experience Programs/
 PCEEP
 Describes a program to help prepare students for a successful
 freshman year in college. Edinboro State College's Pre-College
 Educational Experience Program --students being provided with
 an orientation to the college, and corrective and remedial
 courses in English and communication and mathematics. (RJ)
- EJ059659 HE503243
33 Open Admissions: A Critique
 Kaplan, Barbara Liberal Education: 58: 2: 210-21 May 72
 Descriptors: Academic Standards/ Admission (School)/
 *Admission Criteria/ *Educationally Disadvantaged/ Higher
 Education/ *Open Enrollment/ *Universal Education
- EJ059657 HE503205
34 Programs and Services of the College Board and Open
 Admissions
 Ireland, Bernard P. College Board Review: 84: 4-7 Sum
 72
 Descriptors: Academic Standards/ *Admission Criteria/
 *College Admission/ *Educational Opportunities/ *Educationally
 Disadvantaged/ *Open Enrollment
- EJ059439 HE503209
35 The Role of the College Board in the South: Improving Access
 to College for Black Students
 Bolden, Wiley S. College Board Review: 84: 18-22 Sum 72
 Descriptors: Civil Rights/ *Disadvantaged Youth/ *Educational
 Opportunities/ *Negro Colleges/ *Negro Students
 The author discusses the problems of black colleges in the
 South and suggests ways the Board can help. (Editor)
- EJ058763 HE503244
36 The University Without Walls
 Watson, Goodwin Liberal Education: 58: 2: 222-25 May 72
 Descriptors: Admission Criteria/ *Disadvantaged Youth/
 *Educationally Disadvantaged/ Equivalency Tests/ Higher
 Education/ *Open Enrollment/ *Universal Education/ Work
 Experience
- EJ058102 SE505692
37 Engineering Opportunity Program: A Special Program for
 Disadvantaged Students
 Thompson, Melvin; And Others Journal of Engineering
 Education: 62: 7: 794-798 Apr 72
 Descriptors: *College Freshmen/ College Science/
 *Compensatory Education Programs/ *Disadvantaged Youth/
 *Engineering Education/ Program Descriptions/ Summer Programs/
 Tutoring

38 EJ055057 SE505188
Action--Not Essays
Weidhaas, Ernest R. Journal of Engineering Education; 62:
2 pt 1: 126-127. 141 Nov 71
Descriptors: College Administration/ *College Admission/
*Engineering Education/ *Minority Groups/ *Program Descriptions
/ *Recruitment
The establishment and practices of a recruiting committee for
minority students entering the College of Engineering at The
Pennsylvania State University are discussed. Practical problems
and solutions are described. (TS)

39 EJ054430 UD501470
A College-Level Compensatory Program for Educationally
Disadvantaged Black Students: Interim Findings and Reflections
Muehl, Siegmar; Muehl, Lois Journal of Negro Education; 41
: 1: 65-81 W 72
Descriptors: *College Programs/ *Compensatory Education/
*Compensatory Education Programs/ Educationally Disadvantaged/
Negro Education/ *Negro Students

40 EJ053862 HE502965
Perspectives on Open Admissions
Karabel, Jerome Educational Record; 53: 1: 30-44 W 72
Descriptors: *Academic Standards/ *Admission Criteria/
Educational Opportunities/ *Educationally Disadvantaged/
*Higher Education/ *Open Enrollment/ Universal Education

41 EJ053575 CG504199
Where Do Black Students Go to College and Why?
Lane, Hugh W. Journal of the National Association of
College Admissions Counselors; 16: 3: 22-4 Sep 71
Descriptors: *College Admission/ *College Bound Students/
*College Choice/ Financial Support/ Minority Groups/ *Negro
Colleges/ Negro Education/ *Negro Students
The author concludes that the present preoccupation with
admissions procedures had better be supplemented by an
infiltration of the financial aid process. (Author)

42 EJ048993 CG503931
Do Remedial Programs Really Work?
Losak, John Personnel and Guidance Journal; 50: 5: 383-386
Jan 72
Descriptors: *Academic Achievement/ College Attendance/
*Community Colleges/ *Educationally Disadvantaged/ Junior
College Students/ Language Skills/ *Open Enrollment/ *Remedial
Programs
Evaluation of a program at Miami Dade Junior College showed
no benefits to students as a result of participation in that
program. (CJ)

43 EJ048622 UD501282
Poor Kids on the Educational Escalator
Cribb, Herschel Opportunity; 1: 8: 20-25 Nov 71
Descriptors: Compensatory Education/ *Compensatory Education
Programs/ *Disadvantaged Youth/ Experimental Programs/
*Motivation/ Negro Students/ Puerto Ricans/ *Summer Programs
Identifiers: Hampshire College/ Massachusetts

44 EJ045644 AA510736
Some Necessary Changes in University Practices for Education
of the Disadvantaged
Henderson, Donald Education; 92: 1: 21-5 Sep-Oct 71
Descriptors: *College Admission/ *College Entrance
Examinations/ *Disadvantaged Youth/ *Educational Change/
*Higher Education

- 45 EJ041781 CG503322
Admissions Counseling of Black Students at an Open Door
Admissions College
Lattimer, Peter B. Journal of the National Association of
College Admissions Counselors; 16: 2: 16-17 Jul 71
Descriptors: *College Admission/ *Colleges/ Counseling/
*Counseling Programs/ Counselor Role/ Counselors/ Disadvantaged
Youth/ *Negro Students/ *Student Personnel Work
The author examines the techniques that have been successful
in this field of counseling, as well as the characteristics and
backgrounds of the counselors. His concern is that admissions
counselors be aware of the special kinds of assistance that
disadvantaged youth will need prior to enrolling in college.
(Author)
- 46 EJ041779 CG503317
Black Admissions Counselors: Whom Must They Serve?
Morris, Ernest R. Journal of the National Association of
College Admissions Counselors; 16: 1: 16-17 May 71
Descriptors: *College Admission/ *College Bound Students/
*Counselor Functions/ Counselors/ *Negro Students/ School
Holding Power
The author, who is deeply involved in the recruitment and
retention of black students, tells why it is imperative that
students be informed candidly of what awaits them on the
typical campus. (Author)
- 47 EJ040806 U0500985
To Overcome Discrimination Now
Ackley, Sheldon Current; 129: 35-38 May 71
Descriptors: Academic Achievement/ *Civil Liberties/ *College
Admission/ *Equal Education/ Higher Education/ *Minority Groups
/ *Political Influences
Debates whether racial minorities should be granted
preferential treatment regarding entrance requirements and
achievement at the college level. Presents a rationale which
favors the proposal. (DM)
- 48 EJ040805 UD500984
For Liberty and Equality
Hill, Norman Current; 129: 32-35 May 71
Descriptors: *Academic Achievement/ *Civil Liberties/
*College Admission/ *Equal Education/ Higher Education/
*Minority Groups/ Political Influences
Debates whether racial minorities should be granted
preferential treatment regarding entrance requirements and
achievement at the college level. Presents a rationale that
does not favor this proposal. (DM)
- 49 EJ040173 SE503040
Predicting College Success of the Educationally Disadvantaged
Stanley, Julian C. Science; 171: 3972: 640-47 Feb 71
Descriptors: *College Admission/ College Entrance
Examinations/ *Disadvantaged Groups/ *Educationally
Disadvantaged/ Grades (Scholastic)/ *Prediction/ Predictive
Validity/ Selection
Distinguishes between "educationally disadvantaged" and
socially, or culturally, disadvantaged." Argues that test
scores and high school grades predict college grades of
educationally disadvantaged at least as well as those of the
advantaged." (AL)
- 50 EJ040055 VT502518
A Benefit-Cost Analysis of the Upward Bound Program
Garms, Walter I. Journal of Human Resources; 6: 2: 206-220
Spr 71
Descriptors: *College Preparation/ *Cost Effectiveness/
*Disadvantaged Youth/ Educational Programs/ *Federal Programs/
Program Evaluation
Identifiers: Upward Bound
Concludes that the Upward Bound program is of marginal social
value, with low or nonexistent net benefits. (BH)

51 EJ037674 AA509792
College Preparatory Programs for Ghetto Students: Queens
College--A Case Study
Resnik, Solomon; Kaplan, Barbara Journal of General
Education; 23: 1: 1-20 Apr 71
Descriptors: Academically Handicapped/ Case Studies
(Education)/ *College Preparation/ *Curriculum Design/
*Disadvantaged Youth/ *Lower Class Students/ Skill Development
Identifiers: *Operation SEEK

EJ034387 UD500896
52 The Admission of Minority Students: A Framework for Action
Green, Robert L.: And Others Integrated Education; 9: 2:
9-16 Mar-Apr 71
Descriptors: Academic Achievement/ *College Admission/
College Bound Students/ *Disadvantaged Youth/ Educationally
Disadvantaged/ *Minority Groups/ *Negro Students
Identifiers: Michigan State University
Report presented to the Presidential Commission on Admissions
and Student Body Compositions. (RJ)

EJ029799 UD500767
53 Easier Test Improves Prediction of Black Students' College
Grades
Hills, John R.; Stanley, Julian C. Journal of Negro
Education; 39: 4: 320-324 F '70
Descriptors: Ability Identification/ *Freshmen/ *Grade
Prediction/ *Negro Colleges/ *Negro Students/ *Predictive
Ability (Testing)/ Southern States/ Testing Problems
Identifiers: Scholastic Aptitude Test/ School And College
Ability Tests
The two subtests of level four of the School and College
Ability Tests for school grades 6-8 are shown to predict
freshmen grades in three Southern Negro colleges considerably
better than did the Scholastic Aptitude Test. (JM)

EJ027648 UD500752
54 The Instructor and Open Admissions
Weiner, Howard R. Urban Education; 5: 3: 287-294 Oct
'70
Descriptors: College Curriculum/ *College Freshmen/
Compensatory Education/ *Disadvantaged Youth/ *Instructional
Innovation/ Junior Colleges/ Lower Class Students/ *Open
Enrollment/ *Teacher Attitudes/ Teaching Methods
Contents that the success of open enrollment depends upon the
willingness of instructors to use new methods of skill
development and information accumulation which have reportedly
proved useful in recent compensatory efforts. Discusses several
of these efforts. (JM)

EJ027630 CG502201
55 Black Freshmen in Large Colleges: A Survey
Sedlacek, William E.; Brooks, Glenwood C., Jr. Personnel
and Guidance Journal; 49: 4: 307-311 Dec '70
Descriptors: *Administrative Policy/ Admission Criteria/
*College Admission/ *College Freshmen/ *Negro Students/ *School
Surveys/ Universities
Survey results indicated that very few blacks are entering
the large, primarily white universities. While many schools
have established special programs for blacks, the admissions
procedures used for these programs and for regular black
admissions remain very traditional. (Author)

EJ027522 TM500095
56 College Enrollment of Upward Bound Students as a Function of
Attitude and Motivation
Egeland, Byron; And Others J Educ Psychol; 61: 5: 375-79
Oct '70
Descriptors: *College Admission/ *Disadvantaged Youth/
*Enrollment Influences/ Family Background/ Lower Class Students
/ Peer Relationship/ *Student Attitudes/ Student
Characteristics/ Student Motivation
Identifiers: *Upward Bound

- 57 EJ026646 AA507369
Special College Entry Programs for Afro-Americans
Rhodes, Barbara A. Sch Soc: 98: 2327: 360-2 Oct '70
Descriptors: *College Admission/ *Disadvantaged Youth/
*Educational Needs/ *Higher Education/ *Negroes
- 58 EJ026381 AA507385
Open Enrollment: Ticket to Reality
Calitri, Charles J. Rec: 72: 1: 81-91 Sep '70
Descriptors: *Educational Objectives/ *Educational Programs/
*Higher Education/ *Minority Groups/ *Open Enrollment/
Relevance (Education)
Approval is given to the idea that each individual should be
allowed to attend college, regardless of his background, and to
learn at college how to find himself. (CX)
- 59 EJ026255 CG501951
The Black College: Recruitment and Growth in the Nineteen
Seventies -p 26-28
Clayton, Robert L. Aug '70
Descriptors: *College Admission/ Identification
(Psychological)/ *Negro Colleges/ *Negro Students/ *Recruitment
/ *School Integration/ Self Concept
Negro colleges must tap black population resources in the
Midwest, Northeast, and West in an effort to increase
enrollment of their campuses. The black school offers an
academic environment where black identity is an encompassing
factor, rather than one superimposed on a white structure.
(CJ); 15: 2
- 60 EJ026012 LI500946
A Pre-College Program for the Disadvantaged
Wright, Sylvia Hart Libr J: 95: 16: 2884-2887 Sep '70
Descriptors: College Bound Students/ *College Preparation/
*Disadvantaged Youth/ *Library Instruction/ *Library Programs
Identifiers: *Search for Education Elevation and Knowledge/
SEEK
This program serves 500 high school graduates who live in
poverty areas and who have never been admitted to college
before. It provides them with intensive training in basic
academic skills. (MF)
- 61 EJ025797 CG501949
A Remedial Program for Effective Open Admissions
Nevins, Lawrence Aug '70
Descriptors: Admission Criteria/ *College Admission/
Disadvantaged Youth/ *Minority Groups/ Negro Students/ *Open
Enrollment/ *Remedial Programs/ *Urban Education
Describes an adapter program, currently operational at the
State University of New York's Urban Center in Manhattan, which
prepares people with vocational, general and high school
equivalency diplomas to enter college and survive without
further assistance. (Author/CJ); 15: 2: 19-22
- 62 EJ024778 CG501895
The Black Experience in Higher Education
Mitchell, Horace Counseling Psychol: 2: 30-36 Sum
'70
Descriptors: *College Admission/ *Counselor Role/ Educational
Opportunities/ Faculty Advisors/ *Higher Education/ Minority
Groups/ *Negro Students/ *Student Personnel Services
Discusses admission policies regarding Blacks, speaks to need
for new approaches to orient them to campus community,
describes a structured program approach used at Washington
University which individualizes counseling experiences. (CJ)

- 63** EJ023549 RE501663
 Building Basic Skills at the Community College Level: A New Approach
 Brown, James W.; And Others J Reading Spec: 9; 4: 144-50.
 158 May '70
 Descriptors: *Communication Skills/ *Compensatory Education/
 *Disadvantaged Youth/ Educational Counseling/ Individualized
 Instruction/ *Junior Colleges/ Reading Comprehension/ *Remedial
 Programs/ Sentence Structure/ Study Skills
 Outlines the remedial program at Quinsigamond Community
 College in Worcester, Massachusetts, which is designed to
 reduce the high dropout rate in junior colleges. Bibliography.
 (RW)
- 64** EJ022841 SP500295
 Grades: A Barrier to College for the Disadvantaged
 Chalk, Ocania Changing Educ: 4; 4: 11-13 Spr '70
 Descriptors: *College Admission/ Culturally Disadvantaged/
 *Disadvantaged Youth/ Economically Disadvantaged/ *Grades
 (Scholastic)/ High School Students/ *Scholarships
- 65** EJ022484 UD500521
 An Enquiry into a University's "Noble Savage" Program
 Heath, Louis G. Integrated Educ: 8; 4: 4-9 Jul-Aug '70
 Descriptors: Bias/ College Programs/ *College Students/
 *Compensatory Education Programs/ *Negro Students/ Student
 Alienation/ *Student College Relationship/ *Student Reaction
 Identifiers: High Potential Program/ Illinois State
 University
 Describes the unfavorable reactions of black students towards
 an educational opportunity program, as indicated by in-depth
 interviews with a random sample of seventy-three of four
 hundred and ten enrolled during December-January, 1969-70. (JM)
- 66** EJ021890 CG501592
 Should We Continue to Help Foreign Students?
 Sjogren, Clifford J Nat Assn Coll Admissions Counselors:
 15; 1: 22-24 May '70
 Descriptors: *College Admission/ Colleges/ *Foreign Students/
 *Higher Education/ *Minority Groups/ *Negroes/ Universities
 In this paper delivered at the National ACAC Conference in
 Chicago, October, 1969, specific suggestions are outlined to
 show how the foreign student experience may be applied to
 minority groups indigenous to the United States. (Author/EK)
- 67** EJ019480 HE500958
 Open Season On Open Admissions
 Binning, Dennis W. Coll Univ Bus: 48; 5: 53-55 70 May
 Descriptors: Academic Standards/ *Admission Criteria/
 Changing Attitudes/ *Educational Opportunities/ *Higher
 Education/ Institutional Role/ *Minority Groups/ *Open
 Enrollment
 Discussion of factors affecting admissions and an expansion
 of opportunities to attend college. (IR)
- 68** EJ015687 UD500289
 A Study of High School Preparation and Freshman Failures at
 North Carolina College at Durham. Current Trends in Negro
 Education and Shorter Papers: Section B
 Younge, James W. J Negro Educ: 39; 1: 96-99 70 W
 Descriptors: Academic Achievement/ *Academic Failure/
 Accreditation (Institutions)/ *College Freshmen/ *College
 Preparation/ Grade Point Average/ *Negro Students
 Identifiers: California Mental Maturity Test/ Durham/ *North
 Carolina College

69 EU015242 CG501095
Controversy and Change in Testing
Whittle, Dean K.; and others J Nat Assn Coll Admissions
Counselors: 14; 3, 4: 28-32 70 Feb
Descriptors: College Admission/ *College Entrance
Examinations/ Compensatory Education Programs/ *Culturally
Disadvantaged/ *Educational Opportunities/ *Minority Groups/
Special Programs/ *Standardized Tests/ Test Results/ Testing
Panel discussion by Dean K. Whittle, Marcelino S. Crudo,
Harold V. Martin, and Frank S. Satterwhite, focusing on tests,
which while not biased, do serve to eliminate many potential
college candidates, necessitating special assistance along with
enlightened admissions policies in order to give them expanded
educational opportunities. (CJ)

70 EU014273 CG501108
Permissive College Admissions Policies and Minority Students'
Self-Concepts
Simpson, Shirley Sch Counselor: 17; 3: 208-11 70 Jan
Descriptors: *Academic Standards/ Admission Criteria/
*College Admission/ *Low Ability Students/ Motivation/ *Negro
Students/ *Self Concept/ Social Problems
Suggests that it is unrealistic and unfair to encourage low
achievers to attend college when they cannot compete with rest
of qualified campus, black and white. These educationally and
culturally disadvantaged should be motivated to take pride in
what they can achieve, not forced into molds where they cannot.
(CJ)

71 EU011737 UD500312
New Criteria and New Perspectives for Selection of the
Marginally Qualified Disadvantaged Student
Wolfe, Deborah Partridge Quart Rev Higher Educ Negro: 37:
3: 107-117 69 Jul
Descriptors: *Admission Criteria/ *Compensatory Education/
*Culturally Disadvantaged/ *Disadvantaged Youth/ Educational
Development/ Equal Education/ Federal Aid/ Individual
Instruction
Identifiers: Project SEEK/ *Search for Education Elevation
and Knowledge

72

ED120238 95 TM005197

Follow Through: Testing One Model of Evaluation and Several Models of Compensation.

Anderson, Richard B.

Abt Associates, Inc. Cambridge, Mass.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Apr 76 Note: 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Charts may be of marginal legibility due to poor reproducibility of original

Descriptors: Achievement Gains/ Achievement Tests/ Comparative Analysis/ *Compensatory Education Programs/ Data Analysis/ *Disadvantaged Youth/ *Early Childhood Education/ Intervention/ Mathematics/ National Norms/ Program Effectiveness/ *Program Evaluation/ Reading/ *Research Methodology/ Spelling/ Test Results/ Validity

Identifiers: Metropolitan Achievement Tests/ *Project Follow Through

The Follow Through experience is beginning to provide compelling evidence bearing upon important policy issues in compensatory education. This evidence, coming as it does from a naturalistic quasi-experiment, cannot draw its plausibility from the conventional statistical inference appropriate to probabilistically-constructed true experiments. The latest Follow Through results illustrate how appropriate cross-validity analytic techniques can yield convincing patterns of accomplishment by diverse "sponsors" who have implemented their programs in various settings. (Author)

73

ED120197 TM005154

Minority Programs and Activities of the College Entrance Examination Board: A Critical Review and a Brief Look Ahead.

Hanford, George H.

College Entrance Examination Board, New York, N.Y.

Publ. Date: 76 Note: 71p.

Available from: College Entrance Examination Board, Box 2815, Princeton, New Jersey 08540 (Item No. 252 227, Free)

HC Not Available from EDRS.
Descriptors: Career Education/ *College Admission/ College Entrance Examinations/ *Disadvantaged Youth/ Economically Disadvantaged/ Educational Change/ Educational Development/ Educational Discrimination/ Educational Needs/ Educational Opportunities/ *Equal Education/ Financial Problems/ Guidance Programs/ Higher Education/ *Minority Groups/ Predictive Validity/ Secondary Education/ Test Bias/ *Testing Problems

Identifiers: *College Entrance Examination Board

The College Entrance Examination Board's (CEEB) internal review of its efforts to develop and implement programs to expand educational opportunities for minorities and the poor revealed that the Board had not been as successful as it had hoped. Most of the Board's efforts to ensure equal access to

higher education focused on guidance programs, test center desegregation, financial assistance, and test use. Although these programs benefited some, few changes occurred in CEEB's major testing programs. CEEB found that extensive validity studies confirmed the predictive validity of their tests despite accusations of bias. Massive aid, to the neediest first, was seen as the only method for improving the educational opportunities of the poor, as the Board's College Scholarship Service need-analysis system was inadequate. Suggestions for the future were presented in these areas: explicit activities that should be continued or undertaken; explicit needs to which the College Board should make pragmatic response; explicit activities that should be deemphasized; general activities in which minority interests should be kept in the forefront of staff thinking; and areas in which the College Board has a social responsibility to support the interests of minority youth. (BJG)

74

ED114028 HE006962

Opportunity Programs for the Disadvantaged in Higher Education. ERIC/Higher Education Research Report No. 6. 1975.

Gordon, Edmund W.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: RR-6

Publ. Date: 75 Note: 35p.

Available from: American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

Descriptors: Administration/ College Students/ *Compensatory Education Programs/ Curriculum Development/ *Educationally Disadvantaged/ Educational Needs/ *Equal Education/ Federal Programs/ *Higher Education/ Institutional Role/ Program Evaluation/ Remedial Programs/ State Programs/ *Student Needs/ Student Personnel Services

Numerous federal, state, and institutional projects have been undertaken in the areas of current educational opportunity programs for the disadvantaged, but there is still a need to bring about significant changes in the areas of administration, curriculum, program evaluation, and financial assistance. The state of compensatory education at the college level and the equivocal status of evaluation efforts is confused, but some conclusions can still be drawn. Where programs have been implemented with full systems of student support services, special opportunity students showed equal or higher grade-point averages than regular students of comparable ability, equal or higher retention rates, and increased self-esteem and motivation. Where special opportunity students are selected on the basis of previously demonstrated talent, college completion rates exceed those of the traditional college population. Some student support services that show promise include: full systems of student support services, services that provide protection from an impersonal atmosphere, remedial courses based on specific needs, programs which give attention to the sociopolitical life of the students, behavior modification, course content that complements the nationalistic concerns of students, developmental programs in test taking and study habits, and programs that prepare adolescents in the transition from high school to college. (Author/KE)

75

ED114024 HE006958

The Black Colleges.

Amburgey, Lillian

Publ. Date: 75 Note: 15p.

Descriptors: Accreditation (Institutions)/ Admission Criteria / College Libraries/ Curriculum Development/ Federal Aid/ Financial Needs/ *Higher Education/ *Historical Reviews/ *Negro Colleges/ *Negro Education/ *Negro Students/ Private Colleges/ School Statistics/ Statistical Data/ Tuition

The establishment and growth of black colleges in the United States is traced from a catechizing school in New York City in 1704 to the present day. After a brief historical review, statistics are given in contemporary colleges, students, accreditation, and location. Problems facing the institutions and students are addressed and the future assessed. Positive forces operating to assist them in surviving are outlined, including federal support and scholarship programs. Some recommendations are offered for maintaining and strengthening existing institutions, dealing with library facilities, financial support, curricula changes, tuition fees, and admissions policy. (LBH)

school development centers. The sixth year brought the completion of the discovery and development cycle for the first of its students, those who had completed their studies with associate degrees, and the mid-college point for the first baccalaureate students. Various sections include descriptions of the sixth year of the program, personnel, facilities, the sixth population of students, attendance and achievement for all classes in 1970-71, college progress for classes I-III, high school graduation and admission to college for class IV, and a summary. Class VI resembled the previous five on all variables except for a lower income. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from that of nonprogram classmates in each college. A number of newly stated specifically expressed behavioral objectives were added to the proposal for funding for the sixth year. (Author/AM)

77 ED113419 UD015557
Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Seventh Year (1971-1972); a Longitudinal Study on the College Discovery and Development Program. Report No. 73-3.
Brody, Lawrence; Schenker, Hank
City Univ. of New York, N.Y. Office of Teacher Education.
Report No.: CUNY-R-73-3
Publ. Date: Jun 74 Note: 149p.; For related reports, see UD 015 556-558

Descriptors: Academic Achievement/ City Wide Programs/ *College Preparation/ *Counseling Instructional Programs/ Culturally Disadvantaged/ *Disadvantaged Youth/ Economically Disadvantaged/ Educationally Disadvantaged/ Ethnic Groups/ Grade 9/ *High School Students/ Longitudinal Studies/ Minority Groups/ Program Descriptions/ Recreational Programs/ Remedial Programs/ Special Programs/ Student Development/ Underachievers
Identifiers: CDDP/ City University of New York/ *College Discovery and Development Program/ New York (New York)

This report is the seventh in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document has an introductory section including such topics as the seventh year of the program, the setting, staff, student personnel, and fiscal matters. Other sections include a description of the seventh population of college discovery students, attendance and achievement for all classes in 1971-1972, college progress of program students in Classes I-IV, high school graduation and admission to college for class V, a socioeconomic overview of Classes I-VII, a description of an adjunct summer program in mathematics, and summary. Class VII resembled the previous six groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendances, but was found to be less well off economically than other classes. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from that of nonprogram classmates in each college. (Author/AM)

23

103 ED070220 UD010053
Black, Asian, and White Students in the Educational Opportunity Program.
Maykovich, Minako K.
Sacramento State Coll., Calif.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No.: BR-1-1-058
Contract No.: GEC-9-71-0053
Publ. Date: 72 Note: 105p.

Descriptors: Academic Achievement/ ...

78

ED113418 UD015556

Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Eighth Year (1972-73): a Longitudinal Study on the College Discovery and Development Program.

Brody, Lawrence; Schenker, Hank

City Univ. of New York, N.Y. Office of Teacher Education.

Publ. Date: Mar 75 Note: 150p.; For related reports, see UD 015 557-558

Descriptors: Academic Achievement/ City Wide Programs/ *College Preparation/ *Counseling Instructional Programs/ Culturally Disadvantaged/ *Disadvantaged Youth/ Economically Disadvantaged/ Educationally Disadvantaged/ Ethnic Groups/ Grade 9/ *High School Students/ Longitudinal Studies/ Minority Groups/ Program Descriptions/ Recreational Programs/ Remedial Programs/ Special Programs/ Student Development/ Underachievers
Identifiers: CDDP/ City University of New York/ *College Discovery and Development Program/ New York (New York)

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document provides a summary section which focuses on program purposes, the eighth year of the program, facilities, and salient findings. Other sections include a description of the eighth population of college discovery students, of college progress of program students in classes I-V, high school graduation and college admission for class VI and a socioeconomic overview of classes I-VIII. The increase in the number of participants in the program who completed their studies with a bachelor's and associate of arts degree was noticeable during the eighth year. Class VIII resembled the previous seven groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. Analysis of transcripts indicate that program students continue in college at a higher rate than nonprogram students and Open Admissions students, and that they earn slightly lower grade point averages than regular freshmen. (Author/AM)

79

ED111478 JC750500

Compensatory Education: Relationship of Curriculum and Faculty to Student Retention. Seminar Proceedings.

Groves, Cecil L.; Carroll, Frank T., Jr.

Gulf Regional Interstate Collegiate Consortium.

Publ. Date: May 73 Note: 66p.; Seminar held at Southern University in New Orleans, May 2, 1973

Descriptors: Academic Standards/ College Curriculum/ College Faculty/ *Compensatory Education/ *Educationally Disadvantaged/ *Junior Colleges/ Open Enrollment/ Relevance (Education)/ *School Holding Power/ *Student Needs/ Student Participation/ Teacher Attitudes

The "open-door" policy of community colleges has resulted in the three interrelated problems of student recruitment, student retention, and student placement. In order to identify and analyze factors which cause the separation of "new" students from the community college, a one-day seminar was conducted at Southern University in May of 1973. Keynote addresses dealt with the impact of faculty on student retention and the importance of curriculum. A summary is made of positive and negative impacts of compensatory instruction in 18 community colleges with such programs. The meeting of "new" students' non-academic needs greatly determines their academic performance. Retention will not be achieved within the rigidities of the traditional academic system, but change need not mean a lowering of standards. Rather, what is needed is a change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogeneous rather than class-oriented and somewhat homogeneous. Colleges must keep curriculum requirements flexible and responsive to the needs of those concerned. Not only should revisions be continual, but everyone concerned, including students, should be involved. Appended are the observations of discussion groups and a list of participants. (NHM)

80

ED110525 UD013146

Report of the Study of Collegiate Compensatory Programs for Disadvantaged Youth. A Draft.
Bynum, Effie M.; And Others
Columbia Univ., New York, N.Y. Teachers College.
Sponsoring Agency: College Entrance Examination Board, New York, N.Y.; Ford Foundation, New York, N.Y.
Publ. Date: 72 Note: 487p.

Descriptors: Annotated Bibliographies/ Case Studies/ Civil Rights/ College Admission/ *College Programs/ *Compensatory Education Programs/ Cultural Enrichment/ Curriculum Development / *Disadvantaged Youth/ *Educationally Disadvantaged/ *Equal Education/ Ethnic Studies/ Financial Support/ Guidance Programs / Higher Education/ Individual Characteristics/ Negro Colleges/ Remedial Programs

Identifiers: California/ College of San Mateo/ College Readiness Program/ Ferris College/ Franklin University/ Mariposa State University/ MITford University/ Ramsey State University/ Robinson College

This study, funded by the Ford Foundation and the College Entrance Examination Board (CEEB), represents a two and one-half year effort to compile information based on questionnaires, surveys, field studies, and staff and student interviews on the nature, problems, and successes of collegiate compensatory programs for disadvantaged youth. Ten chapters focus on such areas as access to higher education, new students in old institutions, current programs and practices in compensatory education, a review of the literature on the transition from school to college, financial aid for higher education, ethnic studies, other curriculum modifications and remedial practices, reactions of students and college personnel, case studies, and a critical summary encompassing the problems and status of their solution. A series of model programs, said to have been selected because of their representativeness of institutions of higher education or their positive, imaginative, or promising practices, are briefly described. An annotated bibliography citing 98 documents, arranged in the categories of civil rights and access to higher education, programs and practices, characteristics of disadvantaged students, college admissions and guidance, the Negro college, and general literature, is provided. An addendum to the bibliography and additional references are also included. (AM)

81

ED105352 CG009725

The Articulation of College Guidance for Minority and "Other Race" Students in Secondary and Postsecondary Education.
Maryland Council for Higher Education, Annapolis.; Maryland State Dept. of Education, Baltimore.
Publ. Date: Nov 74 Note: 18p.

Descriptors: *Articulation (Program)/ *College Admission/ *Counseling Programs/ Counselor Role/ Equal Education/ Guidelines/ *Minority Groups/ Research Projects/ Secondary Schools/ *Statewide Planning

This document reports on the results of the Inter-Agency Task Force project to promulgate guidelines and procedures to facilitate counseling services for minority group students in secondary schools that would maximize "other-race" application patterns among the colleges in Maryland. Among the items discussed in the deliberations of the task force were: (1) postsecondary educational counseling; (2) information regarding program offerings and financial aid; (3) postsecondary educational materials available to high school counselors and means and ways of presenting the materials; and (4) the role of the counselor in encouraging students to attend "other-race" institutions. The guidelines and procedures include four major topics: (1) inter-agency agreements; (2) dissemination of postsecondary education information; (3) in-service training programs; and (4) orientation opportunities. A section is also provided on the estimated impact of the proposed guidelines and procedures. (Author/PC)

82

ED102250# UD014784
 Compensatory Education. Paedagogica Europaea: Review of
 Education in Europe. Volume 9. Number 2. 1974.
 Hake, Barry, Ed.
 Sponsoring Agency: Council for Cultural Cooperation,
 Strasbourg (France); European Cultural Foundation, Amsterdam
 (Netherlands).
 Publ. Date: 74 Note: 151p.
 Available from: Georg Westermann, Braunschweig, W. Germany
 (\$14.50)

Document Not Available from EDRS.
 Descriptors: Adult Education/ *Compensatory Education/
 *Disadvantaged Youth/ Educational Alternatives/ *Educational
 Opportunities/ Educational Planning/ Educational Research/
 Higher Education/ *Literature Reviews/ Post Secondary Education

Secondary Education/ Teacher Attitudes
 Identifiers: England/ *Europe/ France/ West Germany
 This volume focuses on a single theme of central importance
 in contemporary European education: compensatory education. The
 document begins with an introduction by Barry J. Hake. There
 follows a deliberately polemical analysis of the relationships
 between social and educational ideologies by Gras. Zimmer takes
 up the conceptual distinction between strategies of
 compensation and emancipation in his discussion of curriculum
 development. Five papers follow which examine some policy
 implications of the development of recurrent education. Special
 attention is paid to the provision of "second chance"
 opportunities for adults and the reform of post-compulsory
 education. The focus of attention changes in the last two
 articles. The problems of evaluating innovative programmes are
 examined by Punch. He points out the resistance of some
 innovators to scientific evaluation of their activities.
 Finally, Finlayson reports on an empirical study of teachers'
 goal conceptions and the relationship of their schools to the
 outside social environment. This paper suggests some
 interesting problems of the relationship between
 post-compulsory education and work. Articles 2 and 7 are in
 French. Summaries of each article are provided in English.
 (Author/JM)

83

ED102223 U0014446
 Special Secondary School Programs for the Disadvantaged: An
 Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD
 Doctoral Research Series, Number 7. August 1974.
 Jablonsky, Adelaide, Comp.
 Columbia Univ., New York, N.Y. ERIC Clearinghouse on the
 Urban Disadvantaged.
 Sponsoring Agency: National Inst. of Education (DHEW),
 Washington, D.C.
 Contract No.: OEC-0-9-420088-2327
 Publ. Date: Aug 74 Note: 71p.

Descriptors: *Annotated Bibliographies/ College Preparation/
 College Programs/ *Compensatory Education Programs/
 *Disadvantaged Youth/ *Doctoral Theses/ Economically
 Disadvantaged/ Educationally Disadvantaged/ Post Secondary
 Education/ Program Evaluation/ *Secondary Education/ Vocational
 Education

Identifiers: Outward Bound/ Project Opportunity/ Upward Bound
 This annotated bibliography is the seventh in the Doctoral
 Research Series. It encompasses doctoral research on "Special
 Secondary School Programs for the Disadvantaged" reported in
 "Dissertation Abstracts International" from 1965 through June
 1973. The citations are arranged in the following categories:
 College Preparatory Programs (Upward Bound, Project
 Opportunity, Other Programs), Special Programs (Vocational,
 Outward Bound, Other Programs), Follow-up Studies, and History
 and Evaluation. Under these categories, citations are presented
 in order of year of completion. Where a number of citations
 appear in a category and in the same year, they are arranged in
 alphabetical order by name of author. A subject index, an
 author index, and an institution index are appended. (JM)

84

ED101681 IR001531

Library Workshop on "Reading:" The Academic Librarian and the Generic Book--Alternatives to the Generic Book.

Schleifer, Harold B.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll. Library.

Publ. Date: Nov 74 Note: 13p.; Paper presented at the Annual Conference of the City University of New York (4th, New York, New York, November 1974)

Descriptors: Academic Education/ Audiovisual Instruction/ *Audiovisual Programs/ Autoinstructional Aids/ *Autoinstructional Methods/ *Educationally Disadvantaged/ Higher Education/ Instructional Innovation/ *Open Enrollment/ Phonotape Recordings/ Reading Skills/ Tape Recordings/ *Tutorial Programs / University Libraries

Identifiers: *Audio Tutorial Instruction/ Generic Book

In order to meet the needs of the heterogeneous student body resulting from an open admissions policy, an audiotutorial system is recommended for the City University of New York. The proposal would combine the efforts of the three distinct units offering instruction on each campus: (1) traditional academic departments, (2) a remedial academic skills department, and (3) a library. Academic instructors would tape their lectures without regard to any deficiencies in comprehension among their students. The tapes would then be annotated by academic skills personnel, adding explanatory material and suggestions for note taking. After review by the original lecturer, the annotated tapes would be placed on reserve in the library. Among the expected advantages of this system are: low cost, opportunities for individualized learning, strict adherence to the principle of granting college credit only for college work, and increased student retention of class material. A 33-item bibliography supplements the text. (PF)

ED097395 UD014582

85

Verbal Skills and the Asian American Student.

Takeuchi, Stuart M.

Colorado Univ., Boulder.

Publ. Date: 74 Note: 16p.

Descriptors: *Asian Americans/ College Entrance Examinations/ College Majors/ *College Students/ *Communication Problems/ *Compensatory Education Programs/ Educational Needs/ Educational Problems/ Language Handicaps/ Specialization/ *Verbal Ability/ Verbal Communication

Identifiers: Boulder/ Colorado

The Anglo educator views the Asian American as the ideal student: hardworking and not causing trouble. The quiet, passive behavior of Asian American students, however, often signifies problems in verbalization needing attention. The verbal problems of the Asian American student can be viewed as the product of a cycle involving the Asian American home and the schools, and evidenced by performance on standardized college entrance examinations. Close examination of Scholastic Aptitude Test examinations shows a marked difference between performance on the Verbal component versus the Math scores. Of an estimated 275 Asian American students at the University of Colorado, (Boulder), 160 were involved in the Asian American Educational Opportunity Program (AA-EOP) for academic year 1973-74. These students tend to be less verbal in class than their Anglo counterparts. They tend to score lower on verbal ability examinations than their university counterparts. They tend to choose majors requiring minimum self-expression and/or good math ability. In order to alleviate, at least incrementally, some of these problems, the AA-EOP is developing a curriculum program directed at reading, writing, and verbal skill development. The object is to develop verbal skills and to offer to the student a wider range of choices for major, career, and quite possibly, the direction of his/her life. (Author/JM)

86 ED095240 UD014512

A Comparison of the "Educationally Disadvantaged" Students Receiving Tutorial and Counseling Assistance with Students Accepted Through Regular Admission and Do Not Receive Any Tutorial Or Counseling Assistance.

Morrison, Lonnie

State Univ. of New York, Oswego, Coll. at Oswego, Coll. of Arts and Sciences.

Publ. Date: Aug 74 Note: 33p.

Descriptors: College Admission/ College Freshmen/ *College Programs/ College Students/ *Compensatory Education Programs/ Counseling Services/ *Educationally Disadvantaged/ Grade Point Average/ Graduation/ Program Evaluation/ Special Programs/ *Tutorial Programs

Identifiers: New York

This study was undertaken to evaluate the State University College at Oswego's special program to determine the degree to which the program has enhanced the academic success of special program students. Twenty male and 20 female students were randomly selected from each of three classifications of the 1970 freshmen class: regularly admitted students, educational opportunity program students, and regional service program students. The college data included such information as semester grade report averages, cumulative grade point averages, credits attempted, credits completed, number of times on probation, and number of times disqualified and reinstated. The data suggest that special program students earn lower cumulative grade point averages, more failing grades, and credits at a slower rate than regularly admitted students. However, the results indicate that the Office of Special Programs, with its supportive services, has been fairly successful in enhancing the academic achievement of persisting special program students. In addition, the study supports the argument that the chances for success for educationally disadvantaged students are greatly increased when they are placed in a program designed to meet their academic, financial, cultural, and social needs. (Author/JM)

87 ED092200 JC740192

The Many Doors of the Community College: A Project Summary. Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Publ. Date: Apr 74 Note: 27p.

Descriptors: *Community Colleges/ Educationally Disadvantaged / Educational Opportunities/ *Equal Education/ Ethnic Groups/ *Minority Groups/ *Negro Education/ Negroes/ *Open Enrollment

This report marks the conclusion of a special project supported by the Carnegie Corporation as an integral part of the Southern Regional Education Board's (SREB) commitment to provide full opportunity for blacks in postsecondary education.

The summary report includes a brief account of a writing conference which dealt with seven questions: (1) What techniques have proved to be effective in improving recruiting of blacks into the community college; (2) Planning and establishing programs of academic assistance; (3) Characteristics of counseling programs; (4) Campus Attitudes; (5) Relationships between the community college and senior colleges in the State; (6) What followup programs the community college should provide which will assist its black graduates after they leave; and (7) What relationships the community college must develop with the community. Other sections of the report include an analysis of an attitudinal study, descriptions of black administrators in community colleges and "career technician" counselors, and a discussion of democracy and diversity. (Author/SGM)

88 ED091692 CS201270

Can We Get Rid of Dialectal Discrimination in College Admission Tests?

Kinneavy, James L.

Publ. Date: Apr 74 Note: 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

Descriptors: *College Admission/ Cultural Background/ *Cultural Factors/ *Dialects/ *Ethnic Groups/ Predictive Ability (Testing)/ Standardized Tests/ *Testing Problems

This paper discusses college admissions tests and their tendency to discriminate against blacks and Chicanos. Evidence to support this thesis is presented from two perspectives--the level of reading difficulty of the tests and the restricted dialectal characteristic of the language used in the tests. The Scholastic Aptitude Test (SAT)-Verbal readability test results are discussed in relation to Chicanos and Southern nonmetropolitan blacks. The dialectal features of admissions tests are discussed in terms of their range of verbal and discourse skills and the analytical skills involved in the SAT-Verbal are compared with a framework of basic discourse and semantic skills. Also presented are conclusions and recommendations which discuss validity, predictability, the college experience, and the job hiring situation. (WR)

89 ED090633# EA006069

Preferred Admission: The Case Before the United States Supreme Court.

Bickel, Robert D.

National Organization on Legal Problems of Education. Topeka, Kans.

Publ. Date: 74 Note: 10p.; Chapter 17 of EA 006 052

Available from: Available only as part of complete document (see EA 006 052)

Document Not Available from EDRS.

Descriptors: *Admission Criteria/ *College Admission/ Court Cases/ *Culturally Disadvantaged/ Equal Protection/ Higher Education/ Law Schools/ *Minority Groups/ *School Law

In March 1973, in the case of DeFunis vs. Odegaard, the Supreme Court of the State of Washington held constitutional procedures established by the University of Washington Law School to grant preferred admission to disadvantaged racial and ethnic minority applicants. The United States Supreme Court agreed to review the decision. This paper discusses some of the issues that that Court might consider in arriving at its decision. (JF)

90

ED090349 UD014170

Problems of the Upward Bound Program in Preparing Disadvantaged Students for a Postsecondary Education. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Publ. Date: 7 Mar 74 Note: 63p.

Available from: General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (B-164031(1); \$1.00)

Descriptors: College Admission/ College Bound Students/
 *College Preparation/ *Compensatory Education Programs/
 Cultural Enrichment/ Curriculum Development/ *Disadvantaged
 Youth/ Higher Education/ High School Graduates/ Low Income/
 Post High School Guidance/ *Post Secondary Education/ *Program
 Evaluation/ Remedial Instruction/ Tutoring

Identifiers: Upward Bound

The General Accounting Office (GAO) undertook this review to test the effectiveness of the Upward Bound program, which is administered by the Department of Health, Education, and Welfare's (HEW) Office of Education (OE). This program was designed to provide low income students who are potentially successful but inadequately trained, with skills and motivation necessary to succeed in education beyond high school. The program is supposed to correct these students' faulty academic preparation by providing remedial instruction, altered curriculums, tutoring, cultural exposure, and encouragement. From 1965 through fiscal year 1973, about 206 million dollars was obligated for grants to and contracts with institutions of higher education and other qualifying public and private organizations for planning, developing, or carrying out this program. GAO reviewed 15 projects in Arizona, California, Florida, Georgia, Massachusetts, Nevada, New Hampshire, Rhode Island, and Vermont that had obligated 12.1 million dollars through June 30, 1972. Although Upward Bound might be motivating students to enroll in college, OE does not know how effective the program has been in achieving its goals of equipping students with the academic skills and motivation necessary for success in college. Available data indicates that the program apparently has not achieved this goal. In terms of college retention and graduation, Upward Bound has been substantially less effective than indicated by earlier research studies and OE's annual evaluation report to the Congress. (Author/JM)

91

ED088638 RI007772

The Program of Special Directed Studies: A Five Year Summary.
Mornell, Eugene S.
Claremont Univ. Center, Calif.
Publ. Date: Jun 73 Note: 17p.

Descriptors: Academic Achievement/ Academic Standards/
American Indians/ Anglo Americans/ Cognitive Measurement/
*College Admission/ College Students/ *Compensatory Education/
*Disadvantaged Youth/ *Mexican Americans/ *Minority Groups/
Negroes/ Non English Speaking/ Program Effectiveness/ Program
Evaluation

Identifiers: California/ *Claremont Colleges

The report described one relatively small but extensively researched special admission and compensatory education program at The Claremont Colleges, California. The Program of Special Directed Studies for Transition to College (PSDS) was administered by the Claremont University Center. PSDS was a 5-year experimental project primarily funded by the Rockefeller Foundation. It recruited, selected, and provided a program for students whose high school achievement was inadequate to secure regular admission to the colleges. The program was primarily developed for Mexican American students, although Black, Asian American, American Indian, and Anglo students were included. These students all reflected characteristics of "disadvantage" and "risk". PSDS provided selected students with some \$3,800 per year in financial assistance, a special education program, and up to 2 years to qualify for regular college admission. In all, 158 students (61.4% Spanish surnamed) entered the Claremont Colleges through PSDS. Of these, 95 matriculated. The findings tentatively suggested that carefully defined special admission procedures will minimize failure, although the issue of compensatory education effectiveness remains basically unexplored. The findings also suggested that the traditional cognitive measures used to predict academic success for all students are valid only for the student with traditional credentials. Lacking evidence to the contrary, the success of the program at this time may be attributed to selection alone.
(KM)

ED087838 U0014076

92

An Evaluation of the College Bound Program, ESEA Title I
Program.

New York Univ., N.Y. Center for Field Research and School
Services.

Sponsoring Agency: New York City Board of Education,
Brooklyn, N.Y.

Publ. Date: Jul 73 Note: 222p.; Function Number 09-39606

Descriptors: *College Bound Students/ *College Preparation/
Cultural Events/ *Disadvantaged Youth/ Economically
Disadvantaged/ Family Counseling/ Guidance Programs/ High
School Students/ *Program Evaluation/ Remedial Mathematics/
Remedial Reading/ Tutorial Programs

Identifiers: College Bound Program/ Elementary Secondary
Education Act Title I/ ESEA Title I/ *New York City

The College Bound (CB) Program, funded under Title I of the 1965 Elementary Secondary Education Act, was designed to improve the reading and arithmetic skills and raise the academic level of students from poverty areas of the city and help them gain admission to college. During the academic year 1972-73 the program was conducted at 32 high schools in New York City and enrolled approximately 11,000 students. The major components of the program were intensive guidance services, small class size, tutoring, family assistant services, double reading and math periods, and cultural events. In addition, the program sponsored conferences where students could meet professional people from a variety of fields. This evaluation undertook to investigate the implementation and effectiveness of the formal objectives outlined in the program proposal. Data on student achievement on standardized tests of reading and mathematics, attendance, grade point averages, as well as admission to college and receipt of financial aid on the part of senior students, were collected. Additionally, student attitudes and motivations were assessed through self-report questionnaires and staff perceptions of the CB program were measured via mailed-in questionnaires and extensive structured interviews of teachers, guidance counselors, and coordinators. While data analysis focussed on determining whether the program met its formal objectives, supplementary analyses were performed which provide richer detail on the success of the various program components. (Author/JM)

93 ED085627 CG009557
Student Development Series - 1972-73. Volume X. Student
Development Reports.
Morill, Weston H., Ed.; And Others
Colorado State Univ., Ft. Collins.
Publ. Date: 73 Note: 251p.

Descriptors: *Academic Achievement/ Admission Criteria/
*College Admission/ *College Freshmen/ College Students/
Comparative Analysis/ *Disadvantaged Youth/ *Financial Needs/
Predictor Variables

Identifiers: *Project GO

Project GO (Generating Opportunities) established at Colorado State University in 1968, attempts to meet the academic and financial needs of financially disadvantaged students. This study was designed to produce comparative descriptive data on Project GO and regularly admitted CSU freshmen samples and to evaluate the efficiency of traditional academic predictors for all freshmen. Comparison of the 1968, 1969 and 1970 Project GO freshmen classes revealed significant differences on predictor variable scores (SAT-verbal, SAT-Math and High School Percentile Rank (HSPR), as well as significant differences in GPA and persist rates. These differences were attributable to relaxed admittance requirements in 1969. Similar sex differences were found for Project GO and regularly admitted freshmen, with females having significantly higher HSPR and males obtaining higher SAT-M scores. Project GO students scored lower on all of the predictor and performance measures than the regularly admitted 1970 freshmen. The 1969 GO persisters showed a significant downward trend in GPA with each successive quarter. Regression equations calculated to predict Fall GPA for both both GO and regularly admitted CSU freshmen were strikingly similar and accounted for only a small portion of the variance. This lends support to the contention that traditional academic predictors such as SAT-V, SAT-M, and HSPR need to be augmented by nontraditional variables. (Author)

94 ED085011 HE004905
To Gladly Learn. An Account of the Program for Pre-College
Centers.
Educational Services, Inc., Watertown, Mass.
Sponsoring Agency: ESSO Education Foundation, New York, N.Y.
Publ. Date: 67 Note: 43p.

Descriptors: *College Preparation/ Colleges/ *Disadvantaged
Youth/ Educationally Disadvantaged/ *Educational Programs/
English Instruction/ *Higher Education/ *High School Students/
Mathematics Instruction/ Remedial Programs

Identifiers: *Pre College Centers

The Pre-College Program is a unique design in inductive learning for the high school student from a family of low or modest income. In this program the student is not "taught," he is provoked to learn. It aims at encouraging him to integrate and profitably use his present knowledge, as he continues to increase it in a free and informal academic atmosphere. Each Pre-College Center offers English and mathematics classes, special-interest workshops, cultural and recreational activities to about 200 high school seniors and juniors, who remain in the Program for one full year. On Saturday mornings during the academic year and daily during the summer session, six selected teachers in each discipline conduct classes of not more than 20 students, using materials that are developed to broaden the contexts of English and mathematics instruction. This document presents an introduction to the Pre-College Program, a brief history of the program, and examples of the English and mathematics program. A sampling of student activities and sample data on pre-college students is also included. (Author/Pg)

- 95 EDO84968 HE004855
New Students and Coordinated Counseling.
Pruitt, Anne S.
Southern Regional Education Board. Atlanta, Ga. Inst. for
Higher Educational Opportunity.
Publ. Date: Sep 73 Note: 44p.
Available from: Institute for Higher Educational Opportunity,
Southern Regional Education Board, 130 Sixth Street, N.W.,
Atlanta, Georgia 30313 (\$2.50)

Descriptors: Case Studies/ *College Students/ Counseling
Services/ *Higher Education/ *Minority Groups/ *Negro Colleges/
Program Coordination/ Student Needs/ *Student Personnel
Services

Identifiers: Albany State College/ Texas Southern University/
University of South Florida

Although this report focuses on coordinated counseling in the
traditionally black colleges, the material is equally
significant for all institutions interested in relating student
personnel services to the needs of the "new student" and of the
minority student in particular. Emphasis is placed on the need
for coordinated counseling, counseling needs of students, a
program model, vignettes of counseling programs at Albany State
College, North Carolina Agricultural and Technical State
University, Texas Southern University, and the University of
South Florida. The effects of coordinated counseling are
briefly reviewed and recommendations are suggested. A check
list to evaluate program success and a brief bibliography are
provided. (MJM)

- 96 EDO84320# UD013881
The Education of Black Folk: The Afro-American Struggle for
Knowledge in White America.
Ballard, Allen B.
Publ. Date: 73 Note: 173p.
Available from: Harper & Row, Publishers, Inc., 10 East 53rd
St., New York, N.Y. 10022 (\$6.95)

Document Not Available from EDRS.

Descriptors: African American Studies/ Black Power/ College
Curriculum/ *College Integration/ Compensatory Education
Programs/ *Educational History/ Educational Philosophy/
Educational Policy/ *Higher Education/ *Negro Education/ *Open
Enrollment/ Public Policy/ Racial Segregation

Contents of this book, by the Dean for Academic Development
at the City University of New York since 1969 and former
director of City College's SEEK program, are organized in eight
chapters, as follows: (1) The Educational Color Line in
America; (2) Make the Cruel Oppressor Tremble: The Early
Search for a Theory of Black Higher Education; (3) It's Just
That Our Entire College is White: The Black Question and White
Higher Education, 1865-1970; (4) Power to the People: Racial
Strife on the Campuses, 1965-71; (5) Bridging the Gap:
Compensatory Education Programs in White Colleges; (6)
Blackening the Curriculum: White Universities and Black
Studies; (7) *It Can Mean, God Help Us, the Admission of
Everybody * Open Admissions: A Case Study in the Politics of
Race in Higher Education; (8) Whiter Black Education?
(Author/JM)

97 ED081550 RC007259
The Indian College Student in California: 1967-1972.
Chavers, Dean
California State Coll., Hayward.
Publ. Date: 72 Note: 24p.

Descriptors: *American Indians/ Budgeting/ *College Bound Students/ College Curriculum/ Enrollment Trends/ *Higher Education/ Recruitment/ *Student College Relationship/ *Student Needs/ Tables (Data)

Identifiers: *California/ Native American Studies Program

The document is a report of the American Indians in higher education in California. Some 2,400 Indian students are expected to enroll in the academic year 1972-73, at some 55 or more colleges and universities in California. To serve the special needs of the Indian population, \$1,047,500 was allocated for some 19 of these institutions. This figure includes staff salaries for faculty, curriculum development, counseling, recruiting, and financial aids officers. Despite the impressive growth in numbers of Indian students, faculty, support services, curriculum, and budget, though, the total commitment of higher education institutions to the Indian student is not nearly adequate to meet their needs. Topics of discussion include: (1) the Indian student; (2) Budget: what share does the Indian get? (3) Native American Studies; (4) Areas for further research--dropout rate, success of Indian students in relation to Indian-oriented curriculum, skills needed on California Indian reservations, etc.; and (5) 4 appendixes--arriving at the figures, selected statistics reasons for dropout, and staff totals. (FF)

98 EDO81415 JC730199
A Study to Determine the Effect of Peer Tutoring on the Reading Efficiency and Self Concept of Disadvantaged Community College Freshmen: Final Report.

Ross, Sandra F.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.: BR-1-F-065

Contract No.: OEC-6-71-0542(509)

Publ. Date: Oct 72 Note: 52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors: College Freshmen/ *Compensatory Education Programs/ *Disadvantaged Youth/ Educational Research/ *Junior Colleges/ *Peer Teaching/ Post Secondary Education/ *Remedial Reading Programs/ Research Methodology/ *Self Concept Tests/ Student Testing/ Technical Reports/ Tutoring

Identifiers: Sequential Test of Educational Progress Reading/ *Tarrant County Junior College/ Tennessee Self Concept Scale

This research was conducted within a one-year compensatory or basic studies program for college freshmen at Tarrant County Junior College, South Campus, Fort Worth, Texas. Students enrolled in the same reading course served as tutors and tutees in the classroom. The peer tutors were second-semester students and the tutees were first-semester students. Weekly in-service training meetings were conducted for the tutors who were paid to attend in addition to being paid for two hours per week of tutoring. All groups made gains in reading as well as self-concept. The greatest gains were made by the Spring tutors who had been tutees and by their tutees who had the advantage of the "experienced" tutors. Over a period of two semesters the tutees-who-became-tutors gained 34 percentiles on the Sequential Test of Educational Progress-Reading and 15 points on the Tennessee Self-Concept Scale. Students made better reading and self-concept gains in the role of teacher than in the role of student. Students receiving instruction from experienced tutors made slightly better gains than students paired with inexperienced tutors. (Author)

99 ED078818 JC730155

Compensatory Education in Two-Year Colleges. Report No. 21.
Morrison, James L.; Ferrante, Reynolds
Pennsylvania State Univ.. University Park. Center for the
Study of Higher Education.
Publ. Date: Apr 73 Note: 60p.
Available from: Make inquiries to Center for the Study of

Higher Education, 101 Rackley Building, The Pennsylvania State
University, University Park, Pennsylvania 16802

Descriptors: College Role/ *Community Colleges/ *Compensatory
Education/ Compensatory Education Programs/ Counseling Services
/ *Disadvantaged Groups/ *Junior Colleges/ *Minority Groups/
Recruitment/ Surveys/ Technical Reports

The public two-year college in its exemplary (comprehensive)
form is an open admissions institution characterized by diverse
curricular offerings, with a heavy emphasis on guidance and
counseling, as well as an emphasis on compensatory and
continuing education. The major focus of this study was to
examine, by a survey of community colleges, the nature and
extent to which compensatory practices and programs exist in
two-year colleges for the minority group academically
disadvantaged. Subject to normal research limitations,
conclusions may be considered as representative of all two-year
colleges in this country. Almost all have personal, academic,
vocational-occupational, and job placement counseling. Only 40%
have the curricular offerings and admissions policies expected
of public community colleges. Although almost all public
two-year colleges state that they have an open admissions
policy, almost 45% require more than a high school diploma or
some minimum age standard. It appears that public two-year
colleges need additional emphasis on recruitment teams to go
into the ghettos. Since only 17% have courses in ethnic
studies, more is needed in this area. One-fifth of the private
two-year colleges have special programs for the academically
disadvantaged, and 2/3 have developed special courses for them.
Approximately 40% of the public two-year colleges have special
programs for the disadvantaged, a dramatic increase over the
past decade but still inadequate in view of the purpose of the
community college. (Author/KM)

100 ED076180 JC730103

IMPACT: A Project Report on Compensatory Instruction in
Community Colleges.
Southern Regional Education Board, Atlanta, Ga. Inst. for
Higher Educational Opportunity.
Publ. Date: Oct 72 Note: 23p.

Descriptors: *Community Colleges/ *Compensatory Education
Programs/ *Disadvantaged Youth/ *Negro Students/ Post Secondary
Education/ Program Descriptions
Identifiers: *Project IMPACT

An investigation into the impact of a variety of compensatory
programs upon black students is described. Eighteen junior
college programs were described in terms of the instructional
approach, the criteria for ingress into the program and egress
from it, the type of credit provided, and the response of
minority students to these varying characteristics. Two
workshops were held, one in Florida and one in Texas, to which
persons intimately connected with the programs came. The
materials derived from the two workshops and from the analysis
of an editorial committee are organized under three major
headings: characteristics of compensatory programs, positive
and negative impacts upon black students, and suggested
changes. Seven specific aspects of the compensatory programs
are analyzed: the stated purpose of the program, visible
administrative support, criteria for ingress into the program,
its credit status, the degree of identifiability of the
program, its methods for developing self-concept, counseling
support, and criteria for egress. (DB)

101 E0075740 CG007972

Black and Other Minority Admissions to Large Universities: A
Four Year National Survey of Policies and Outcomes.
Sedlacek, William E.: And Others
Maryland Univ., College Park, Counseling Center.
Publ. Date: 73 Note: 1Bp.

Descriptors: Academic Standards/ *Admission Criteria/
American Indians/ *College Admission/ Enrollment/ *Minority
Groups/ *National Surveys/ Negro Students/ Open Enrollment/
Predictor Variables/ School Surveys/ Sociocultural Patterns/
Spanish Speaking/ *Special Programs/ Standardized Tests/
Student Records/ Universities

Identifiers: Cultural Study Center/ University of Maryland
A national survey of minority student admissions at large,
primarily white universities was conducted for the fourth
consecutive year. The report summarizes the data collected,
compares them to those of the previous year, and examines
minority group enrollment, admission criteria, and special
programs for minority students. Results are discussed in terms
of the literature on minority admissions and current social
trends. In summary, universities seem to be making gradual,
rather than dramatic, progress in admitting more black freshmen
and searching for better methods of selection. However, general
educational and social conditions indicate that the road ahead
will be long and hard regarding further progress for
minorities. EO 061 409 is the ERIC reference to the 1972 study
on this very same topic. (Author/LAA)

102 E0074167# U0013320

Black Education: Myths and Tragedies.

Sowell, Thomas

Publ. Date: 72 Note: 345p.

Available from: David McKay & Co., Inc., 750 Third Ave., New
York, N.Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors: Admission Criteria/ College Integration/ College
Programs/ Compensatory Education/ Educational Diagnosis/
*Educational Needs/ *Educational Planning/ *Educational
Problems/ Elementary Education/ Higher Education/ *Negro
Colleges/ *Negro Education/ Negro Students/ Racial
Discrimination/ Secondary Education

The contents of this book are organized in three parts. Part
one, "Some personal experiences," includes four chapters
dealing with the author's own education: in a segregated school
in the South, in Northern ghetto schools, in black and white
universities, and his continuing education as a teacher in
black and white colleges. Part two, "Black students in white
colleges," comprises chapters discussing "basic problems and
basic myths," "the mythical 'middle class'," "tests and
'relevance'," and "pressures, tactics--and results." Part
three, "Special problems and special myths," includes three
chapters dealing with, respectively, the public schools, the
black colleges, and race and intelligence. Part four, "Summing
up," which details the author's conclusions and proposals,
advocates two new kinds of institutions: a pre-college training
center and a special institute for advanced study. The former
would overlap both the high school's work and the work of
special remedial and compensatory programs in college. The
latter would be dedicated to intellectual excellence for black
people. (JM)

Black, Asian, and White Students in the Educational Opportunity Program.

Maykovich, Minako K.

Sacramento State Coll., Calif.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.: BR-1-I-058

Contract No.: OEC-9-71-0053

Publ. Date: 72 Note: 105p.

Descriptors: Academic Achievement/ *College Programs/ *Compensatory Education Programs/ *Disadvantaged Youth/ Economically Disadvantaged/ Educational Opportunities/ *Ethnic Groups/ Family Influence/ Higher Education/ Learning Motivation / Political Attitudes/ *Program Evaluation/ Self Concept
Identifiers: California/ Educational Opportunities Program/ EOP

The Educational Opportunity Program (EOP) was established for the sake of students who might not qualify for higher education through regular channels because of their previous financial and scholastic disadvantages. The issue is whether or not EOP is successful in recruiting and developing disadvantaged but high potential students. This report compares EOP and non-EOP children of black, Asian, and white American parents on such variables as family relations, motivation toward learning, achievement, self-concept, political awareness, and social participation. Also, attitudinal changes of EOP students before entering the program and after completing one year will be examined. The research reported was pursued in the framework of motivation toward learning. Motivation is affected by various social factors. It is expected that EOP students, in contrast to non-EOP students, are likely to: (1) show lower motivation toward learning; (2) have lower self-esteem; and, (3) feel powerless in controlling their environment, and hence be politically and socially apathetic. If EOP is effectively operated, it should produce students who are highly motivated, and politically and socially conscious. Although most of the EOP students are from ethnic minority groups, the behavior of low-income students is by no means homogeneous. Attitudes toward education and punishment for failure vary among ethnic groups. (Author/JM)

ED071655 JC730025

The Open Door, or the Revolving Door: Which Way, Texas?

Texas State Legislature, Austin, Senate Interim Committee on Public Junior Colleges.

Publ. Date: 9 Jan 73 Note: 64p.

Descriptors: College Role/ *Community Colleges/ *Compensatory Education/ Curriculum Evaluation/ *Disadvantaged Youth/ Educational Finance/ Educational Research/ *Junior Colleges/ Post Secondary Education/ Questionnaires/ *Remedial Programs/ State Aid/ Student Characteristics/ Tables (Data)/ Technical Reports

Identifiers: *Texas

To ascertain whether the needs of disadvantaged students were being met by the public community colleges of Texas, a committee was established in March 1972 by resolution of the Texas Senate. This report of the committee study contains the following chapters: 1. The Open Door--the problem and its dimensions: student population by racial-ethnic group, as compared with county population, and classified as disadvantaged; 2. The Needs of Disadvantaged Students--identified needs; financial aid survey; appraisal of extent to which colleges are meeting identified needs; faculty attitudes; and student questionnaire responses; 3. Special Programs and Services for Disadvantaged Students--varieties of approach; how to evaluate; studies of five Texas colleges; and graduation or transfer credit; 4. Present and Future Needs--funding remedial-compensatory courses; future trends; projected enrollments, 1968-1985; 5. Summary, Findings, and Committee Recommendations. The recommendations included the following: 1. Special courses and programs are vital to meet the needs of disadvantaged students; 2. Junior colleges should encourage enrollment of more disadvantaged students; 3. Recommendations of a 1968 Governor's committee should be implemented; 4. Remedial courses should receive full funding; 5. Academic courses should be funded by "contract hour"; 6. Programs, workshops, and institutes for training junior college teachers of the disadvantaged should be funded; 7. Rigorous evaluation studies of junior college programs are needed; 8. Junior College officials should seek their share of financial aid funds; 9. Credit for remedial courses should be given; 10. Remedial education should be encouraged. Tables provide data. (DB)

105

ED070979 CG007672

A Proposal to Establish a Community Demonstration Project for Disadvantaged Adults.

Giroux, R. F.; And Others

Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).

Publ. Date: Mar 72 Note: 34p.

Descriptors: Adult Development/ *Adult Education/ *Adult Education Programs/ Adult Programs/ Compensatory Education/ *Compensatory Education Programs/ *Disadvantaged Groups/ *Educational Disadvantage/ Remedial Programs

This is the text of the initial proposal to service disadvantaged urban adults through compensatory academic education and life coping skills. The publication includes a discussion of the general problem of today's disadvantaged adult, a brief description of the proposed program, a historical retrospect and a bibliography. The major aim of the Off-Campus College Preparatory Program is to assist the disadvantaged adult to re-enter the world of work by preparing him for immediate employment opportunities. The implementation of this program enhances the human potential of the disadvantaged by combining a program of: (a) basic education and (b) life skills supported by a related field experience. The population consisted of seventy-five participants selected by the Windsor Canada Manpower Centre. The program was designed for continuous weekly intake over a one-year period with a staff consisting of professionals, with paraprofessionals relating to field experiences. (Author/BW)

106

ED070388 HE003618

Another Objective to Achieve: A Study of Educationally Disadvantaged Veterans Enrolled in a College Preparatory Program.

Berry, Gordon L.; Vivell, Susan

California Univ., Los Angeles, Graduate School of Education

Publ. Date: Jun 72 Note: 62p.

Descriptors: *College Preparation/ *Educationally Disadvantaged/ *Higher Education/ *Remedial Programs/ *Veterans Education

The Veterans Special Educational Program (VSEP) at the University of California, Los Angeles is a program for recently discharged servicemen and women whose educational achievement would not normally be acceptable for admission into an institution of higher education and economic background has not encouraged them to seek higher education. The program provides the background, skills and knowledge necessary for college work through a 12-week, 5-day-per-week schedule in which the emphasis is on basic communication skills such as reading, writing, speaking and understanding English and mathematics. The purpose of this study was to obtain data that systematically describes the characteristics of the students enrolled in VSEP. More specifically, the objectives were: (1) to assess selected personal and social adjustment characteristics found among a group of educationally disadvantaged veterans enrolled in the program; (2) to identify the perceived personal problems of the veterans in selected areas; (3) to assess selected aspects of the life-style characteristics of the veterans enrolled in the program; (4) to determine the degree to which the veterans desired or felt an openness to counseling; and (5) to provide participants with an opportunity to improve their counseling and curricular programs. (HS)

107 ED069830# UD013049

Educational Opportunities Programs for Minority and Low-Income Students in California and U.S. Colleges and Universities.

Allen, Anne Gillespie
California Univ., Los Angeles.

Publ. Date: 71 Note: 622p.; dissertation submitted in partial satisfaction of the requirements of the degree of Doctor of Education. University of California, Los Angeles. Calif., 1970

Available from: University Microfilms, Ann Arbor, Michigan (order number 71-577: \$4.00, microfilm: \$10.00 xerox)

Document Not Available from EDRS.

Descriptors: College Integration/ *College Programs/ Community Colleges/ *Compensatory Education Programs/ *Educational Opportunities/ Higher Education/ Low Income Groups / *Minority Groups/ Program Descriptions/ *Program Evaluation/ Socioeconomic Status/ Student Characteristics/ Student Personnel Services/ Surveys

Identifiers: California

The problem investigated here has three aspects: (1) to determine the extent of minority and low-income student underrepresentation in U.S. colleges and universities; (2) to identify and analyze the nature and degree of barriers which cause the underrepresentation; and, (3) to determine the nature, extent, and efficacy of interventions applied. The investigation began with a review of the literature about college-level compensatory education related fields. Personal interviews were conducted with educational opportunities program officials throughout the United States designed to determine seven program components: history, management, student personnel services, student racial-ethnic distribution, physical facilities, evaluation, and plans. The 156 California institutions accredited by the Western Association of Schools and Colleges were then contacted. Between June, 1967 and December, 1968, data were gathered by mail. Personal interviews were conducted from June 1967 to February 1970 at 90 California and U.S. colleges with unusual efforts. About 525 institutional and agency persons were personally interviewed. (Author/JM)

108 ED068083 JC720236

Success Breeds Success: Basic Studies, 1971-72 Report.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Publ. Date: 72 Note: 86p.

Descriptors: *Basic Skills/ *Compensatory Education/ Compensatory Education Programs/ *Educational Innovation/ *Educationally Disadvantaged/ *Junior Colleges/ Remedial Programs

Identifiers: *Texas

The commitment at Tarrant County Junior College (TCJC, Texas) to meet the needs of all students, including marginal or high risk students, is reflected in their Basic Studies Program, described in this report. (See ED 049 761 for the 1970-71 report). The program integrates methods, materials, and curriculum for 35 semester hours of freshman college-level work applicable toward the AA degree from TCJC. Data are presented on criteria used, students, attrition, academic success, follow-up studies, and graduates. Also, aims and objectives are presented for the courses in the curriculum: communications, reading improvement, personality foundations, career planning, humanities, natural science, and social science. (RN)

109 ED066532 UD012866

Expanding Opportunities in Higher Education: Some Trends and Countertrends; Access to Higher Education. IRCD Bulletin, Volume 8, Number 1, February 1972.

Ruchkin, Judith P.; Gordon, Edmund W.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Feb 72 Note: 12p.

Descriptors: Admission Criteria/ College Entrance Examinations/ Compensatory Education/ *Educational Change/ *Educational Opportunities/ Financial Support/ Graduate Study/ *Higher Education/ *Negro Colleges/ *Negro Education/ Political Issues/ Racial Discrimination/ Student Costs/ Supreme Court Litigation

The first of two articles, "Some trends and countertrends," is a retrospective analysis of both the trends that have supported expanded higher educational opportunities and of intervening issues that have interfered with the inherently expansionist trends. A subtle but crucial distinction is made between trends towards expanded opportunities in employment, housing, and education in the context of legal and mass demonstrations extending the protection of the Fourteenth Amendment to a wider segment of the citizenry; and trends toward an inherently educational response stemming from academic momentum and commitment to the training of an enlarged and more diversified student population. This suggests an examination of those trends that have supported expansion of higher educational opportunities as well as those that ran counter more by virtue of alternate emphases and commitments than any direct opposition. The second article, "Access to higher education," examines some of the political and social factors involved in expanding opportunities for higher education. Among these factors are: the role of the black college; the assassination of Martin Luther King; Supreme Court litigation; discriminatory systems of secondary and elementary education, especially with respect to tracking; and, the development of scholarship programs. (JM)

110 ED066146 24 HE003399

The Impact of Special Admissions Programs on General Admissions Policies in Five San Francisco Bay Area Public Institutions of Higher Education 1966-1971.

Alford, Howard Lee

Stanford Univ., Calif.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.

Bureau No.: BR-2-I-032

Grant No.: OEG-9-72-0036

Publ. Date: 1 Jul 72 Note: 367p.

Descriptors: *Admission (School)/ *Disadvantaged Youth/

*Educationally Disadvantaged/ *Higher Education/ *Open Enrollment/ Special Programs

This study researched the impact of special admissions programs on general admission policies in 5 San Francisco Bay area colleges and universities during a period of 5 years ending June 1971. The study was conducted to determine more specifically: (1) what general admissions policies were waived for special admissions students; (2) what was the quality of services provided students in the area of financial aid, counseling, tutoring; (3) how did the ethnic population of the student body and graduates change as a result of the special admissions programs; (4) how did the special admissions students perform as compared with other students from similar socioeconomic backgrounds; (5) how did the special admissions students perform as compared to the general student body; (6) what were the relative differences in admissions policies of the several institutions studied; and (7) what specific procedures, variations, and policies of the special admissions programs were incorporated into the general admissions policies during the 5-year period. (Author/MS)

111 ED064433 UDO12475
Changes in Study Habits and Attitudes During a College Preparatory Program for High Risk Students.
Lahn, Alan M.
Publ. Date: 71 Note: 10p.; paper presented at the American Personnel and Guidance Association National Convention, Atlantic City, N.J., 1971

Descriptors: Caucasian Students/ Changing Attitudes/ *College Preparation/ *College Programs/ *Compensatory Education Programs/ *Educationally Disadvantaged/ Higher Education/ *High School Graduates/ Negro Students/ Program Evaluation/ Sex Differences/ Student Attitudes/ Study Habits/ Tutorial Programs
Identifiers: Brown Holtzman Survey Study Habits And Attitudes
This paper reports on changes in students' study habits and attitudes during the Prep Program at Shippensburg State College. Fifty students, 40 black and ten white, were selected for the program for high-risk minority group students, and granted admission to Shippensburg for the fall of 1970. The Prep students spent six weeks on the Shippensburg State College campus, attending special classes in English, speech, humanities, science, and mathematics. In addition to the director of the Program, his assistant, and the instructional staff, 10 undergraduate "tutor-counselors" were available to help Prep students with their personal, social, and academic adjustment to college life. In order to evaluate changes in study habits and attitudes, the Brown-Holtzman Survey of Study Habits and Attitudes was administered to the Prep students at the beginning and at the end of the six week Prep program. The Prep students tended to report more negatively on their study habits and attitudes at the end of the Program. This seems to indicate that the Program did not attain its goal, but it is possible that the negative change in scores does not represent an actual decline in study habits and attitudes but a more realistic self-report. (Author/JM)

112 ED062453 UDO12262
Serving Black Students--for What?
Wright, Nathan, Jr.
Publ. Date: 71 Note: 18p.

Descriptors: Black Community/ *College Admission/ College Students/ *Compensatory Education Programs/ *Educational Needs/ Educational Opportunities/ Higher Education/ Inner City/ Low Achievers/ *Negro Students/ Program Development/ *Role Theory/ Student College Relationship/ Urban Education
The Educational Opportunity programs funded by the Federal and State Governments in response to widespread urban disorder reveal one clear element of built-in self-defeat. Educational programs were created or updated to deal with what whites believed to be the "authentic but forgotten blacks" whom educated blacks and black leadership had supposedly spurned and for whom the White Establishment had previously shown no care. These new black students came into largely alien environments with few role models of their own from whom strategies for survival could be learned. Blacks need not equal opportunity but equitable opportunity: Hundreds of thousands of blacks between the ages of 35 to 50, and even older, find themselves limited in the utilization of their talents in the quality of employment available simply because they do not have college degrees or credits. The younger, "low-achieving" blacks who were brought into higher education could have fared much better if they had had the encouragement, companionship, wisdom, and added collective strength as would be afforded by the presence of older blacks with them as peers and colleagues. This should be the goal of such programs when reorganized, now and for the future. (Author/JM)

113 ED061889 HEOC2956
Exceptional Graduate Admissions at the Pennsylvania State University.
Gunn, Manuel G.; Leslie, Larry L.
Pennsylvania State Univ., University Park, Center for the Study of Higher Education.
Publ. Date: Mar 72 Note: 47p.
Available from: Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

Descriptors: Academic Achievement/ *Admission Criteria/ *Disadvantaged Youth/ Educationally Disadvantaged/ Educational Opportunities/ *Graduate Study/ *Higher Education/ *Open Enrollment

This document analyzes and evaluates the exceptional graduate admissions program at Pennsylvania State University as instituted in 1970. Under this program, traditional admissions criteria are dropped to enable disadvantaged students to attend graduate school. (A previous survey of the Council of Graduate Schools showed that 59% of the member graduate schools have adopted similar programs.) On the basis of this study, the changes in graduate admissions policies at Penn State do not appear to adversely affect the quality of graduate programs. It further appears that the individual departments are capable of selecting students who fail to meet certain departmental standards, but nonetheless perform acceptably in the programs. Traditional graduate admissions policies do not appear to serve their ostensible purpose. They do not seem to afford substantial efficiencies to society by restricting graduate education to those most likely to benefit; rather, they have historically restricted persons from certain social, racial, or economic backgrounds. It would appear that institutions of higher education are coming to that conclusion. In the absence of some otherwise compelling evidence, equal consideration of all applicants would seem to be a wise policy. (HS)

114 ED061408 UDO12272
Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Fifth Year of a Longitudinal Study on the College Discovery and Development Program.
Brody, Lawrence; Schenker, Hank
City Univ. of New York, N.Y. Office of Teacher Education.
Report No.: R-71-5
Publ. Date: Jan 72 Note: 232p.

Descriptors: *Academic Achievement/ College Students/ Compensatory Education/ *Compensatory Education Programs/ Cultural Disadvantage/ Cultural Enrichment/ Culturally Disadvantaged/ Disadvantaged Groups/ *Disadvantaged Youth/ *Educationally Disadvantaged/ High Schools/ *High School Students/ Negroes/ Remedial Instruction/ Remedial Programs/ Secondary School Students/ Socially Disadvantaged/ Socioeconomic Status/ Urban Education

The College Discovery and Development (CDD) program completed its fifth year of continuous implementation in June 1970. This volume is the fifth in a series of annual reports describing the educational progress of students who had been enrolled in successive tenth grade classes each September, beginning in 1965. During this 1969-70 academic year, there were three classes enrolled in the program: CDD III, admitted in September 1967, CDD IV, admitted in September 1968, and CDD V, admitted in September 1969. Included in this report are: (1) a description of CDD V; (2) a socioeconomic description of the fifth population of CDD students, (3) attendance and achievement records of all classes from 1969-1970; (4) entrance into CDD from high school, and subsequent college progress of CDD I students; (5) curriculum improvement efforts; (6) summaries of adjunct studies; and, (7) general summary of the CDD program. In addition, "Appendix A" contains a report of a curriculum conference of the CDD held at Hunter College April, 1970; "Appendix B" is an end of the year report of CDD for the period 1969-1970. (Author/SB)

115 ED061361 UD012181

Upward Bound. Program Objectives. Summer 1971.
Wesleyan Univ., Middletown, Conn.
Publ. Date: 71 Note: 56p.

Descriptors: Academic Achievement/ Achievement Gains/
*College Bound Students/ *College Preparation/ Compensatory
Education Programs/ *Disadvantaged Youth/ Educational Diagnosis/
/ High School Students/ Motivation/ Motivation Techniques/
Program Content/ Program Descriptions/ *Program Development/
Summer Programs

Identifiers: *Upward Bound

The primary program objectives were as follows: (1) The students will achieve passing grade in the college preparation program; (2) The students will achieve one year academic growth each year as measured by the SCAT and other standardized measurements; (3) The students will achieve the minimum PSAT percentile rank as anticipated for college entrance requirements; and, (4) Each student will achieve acceptance by a college or university. The activities of the Wesleyan Upward Bound Great Hollow Wilderness School are used as vehicles for "Motivational Ignition." A student's success at extending his physical, emotional, and psychological limits through these experiences, at various instances and to various degrees, will ignite motivation by increasing self-confidence, self-esteem, efficacy, and other desirable attitudes. The Upward Bound Summer Program represents a concerted effort to identify precisely what students are expected to achieve and to communicate this to students prior to the initiation of course work. (Author/JM)

116

ED060836 JC720080

Survey Report of State-Funded College Programs for
"Disadvantaged" Students in Massachusetts.
Massachusetts Univ., Amherst, School of Education.
Publ. Date: 1 Mar 72 Note: 39p.

Descriptors: Basic Skills/ *Compensatory Education Programs/
Counseling Programs/ *Disadvantaged Youth/ *Financial Support/
*Junior Colleges/ Low Ability Students/ *Remedial Programs/
State Aid/ Tutoring

Identifiers: *Massachusetts

This report was prepared to provide information on the operation and management of state-funded educational programs for the disadvantaged in Massachusetts institutions of high education. Schools surveyed included ten of the 13 community colleges and the University of Massachusetts, Amherst. Detailed information was collected from each school on recruitment, academic programs, support services (e.g. tutoring, counseling, placement, and housing), financial aid, staffing, planning and policy-making, and funding. Institutions differed in the criteria used (financial, academic, or cultural factors) to identify disadvantaged students, and whether they sought out potential students in the community or identified disadvantaged students from among those already enrolled. Four kinds of academic programs were identified: (1) remedial "package" courses that all program students take; (2) enrollment in regular classes with tutorial assistance available; (3) a reduced load of regular courses with the addition of study skills labs, special courses and tutoring; and (4) a summer preparatory program. The report concludes with some specific recommendations and generalizations about education for the disadvantaged. (LP)

117 ED060158 UD012223
A Speech Improvement Program for College-Bound Negro Students. Final Report.
Jones, Merritt B.
University of South Florida, Tampa.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-1-D-G41
Grant No.: OEG-4-71-0063
Publ. Date: 14 Dec 71 Note: 22p.

Descriptors: Articulation (Speech)/ *College Bound Students/ Educational Diagnosis/ High School Graduates/ *Language Usage/ *Negro Students/ Public Speaking/ Speaking Activities/ Speech Education/ *Speech Evaluation/ *Speech Improvement/ Speech Instruction/ Training Techniques

Identifiers: University of South Florida/ Upward Bound

The purpose of the study was to devise a program of speech retraining for the college-bound Negro student that could be effected in a relatively short time and be implemented by a typical college speech department. The subjects were black students, recently graduated from high school, attending the Upward Bound program at the University of South Florida during the summer of 1971. Each student was tape-recorded reading two selections and speaking freely for two minutes; the tapes were then analyzed by the instructional staff. The students met with the four instructors for two-hour sessions, two days per week, for eight weeks. At an orientation meeting, the concept of two speech patterns was developed--one, informal, for use at home and in casual situations; the other, formal, for use in public situations. Daily drill sessions in formal speech were conducted both in general meetings and small-group sessions. At the conclusion of the eight weeks, each student's speech was again tape-recorded and analyzed. These results were then compared with the initial test results. (Author/JM)

118 ED059977 RC005904
A Physics-Oriented College Motivation Program for Minority Students.
Chappell, Willard R.; Baur, James F.
Colorado Univ., Boulder, Dept. of Physics and Astrophysics.
Publ. Date: 71 Note: 20p.

Descriptors: *College Preparation/ Disadvantaged Youth/ Discussion Groups/ Educational Opportunities/ *Mexican Americans/ *Motivation/ Parent Participation/ Physics Experiments/ *Program Descriptions/ Secondary School Students/ *Summer Science Programs/ Tutoring/ Urban Youth/ Volunteers

The objective of the Colorado Mexican-American Student Program was to motivate capable Mexican American students to consider the possibility of attending college. Students for the program were selected according to the following criteria: (1) Mexican American ancestry, (2) completion of at least grade 10, (3) promising academic potential, and (4) some degree of underachievement. The program, a 4-week summer session following completion of grade 10, was held at the University of Colorado (Boulder) and consisted of discussion groups, lectures, and laboratories. The staff consisted of a director, 3 instructors, and various unpaid volunteers. A continuation of the program through 2 years following the summer session had 4 functions: to maintain contact with the students and their parents; to help the students improve their grades by providing tutoring; to assist students in applying for college admission and financial aid; and to inform selected colleges about the program and the students who have participated. A follow-up study of the 21 students who entered the program in 1969 showed that 12 began college in the fall of 1971 and 1 entered a professional school. It should be noted that, although this particular program was physics-oriented, there is no reason why it should not work in the framework of any other discipline or with any other minority group. A related document is RC005905. (PS)

119 ED058329 UD011970

A Research Study on Special College Counseling for Non-White and Disadvantaged Students.

Wilson, Soderia M.

Sequoia Union High School District, Redwood City, Calif.

Publ. Date: Jun 71 Note: 87p.

Descriptors: Changing Attitudes/ College Admission/ College Bound Students/ College Placement/ *College Preparation/ Counseling Effectiveness/ Counseling Programs/ *Disadvantaged Youth/ Financial Needs/ *Financial Problems/ *High School Students/ *Individual Counseling/ Program Evaluation

Identifiers: California/ Special College Counseling Program

The first follow-up study of the Special College Counseling Program had four objectives: (1) to show specifically what has happened to graduates in three high schools in the district in one year; (2) to show specifically what has happened to graduates in all high schools in the district in one year; (3) to evaluate counseling effectiveness by measuring respondents' attitudes and attempting to describe the relationship between counseling and, for example, career-satisfaction; and, (4) to develop a set of operational standards from the findings to better administer the district's programs. Data was obtained from surveys conducted as a part of field work to test the effectiveness of the program. The program population included 272 students who graduated from the Sequoia Union High School District, who have either matriculated in colleges and universities or who have initiated new-found careers in various sectors of the country. Several mailings and follow-up procedures produced 136 respondents who comprised the study sample. All non-white and low income white students are eligible for the program. All that are referred by the Special College Counselors at each school are accepted. Particularly all need a detailed individual attention in order to complete various types of forms. Particularly all need financial aid. Seventy-five percent of program participants from 1969 to October 1971 are now in college. (Author/UM)

120 E0056290# AC012028

The CUNY College Adapter Project. A Description and Consideration. Final Report.

City Univ. of New York, N.Y. Office of Community Coll. Affairs.

Report No.: PB-199-086

Publ. Date: Nov 70 Note: 24p.

Available from: National Technical Information Service, Springfield, Virginia 22151 (PB-199 086, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors: *College Preparation/ Counseling Programs/ *Disadvantaged Youth/ *Manpower Development/ *Post High School Guidance/ *Work Study Programs

The project provided out-of-school Neighborhood Youth Corps enrollees and selected manpower trainees with a program of work and special enrichment services (i.e., remedial education, individual tutoring, personal counseling) as a means of qualifying them for college entrance and linking manpower development to the public college system of a major city. The college provided tuition and stipend support. The report includes a history of the project, descriptions of program components, staff structure and functioning, agency coordination, bibliographies, and a suggested model program. (Author)

121 ED055100 TM000817
Problems of Prediction with College Education Achievement
Project Students at Allen University.
Hammond, Loretta T.; Rosick, Don C.
Allen Univ., Columbia, S.C.
Publ. Date: Feb 71 Note: 10p.; Paper presented at the Annual
Meeting of the American Educational Research Association, New
York, New York, February 1971

Descriptors: *Academic Achievement/ Academically Handicapped/
Achievement Tests/ *College Admission/ Correlation/
*Disadvantaged Youth/ Educational Problems/ Grade Point Average/
/ Low Ability Students/ Multiple Regression Analysis/
*Predictive Ability (Testing)/ Predictive Validity/ Predictor
Variables/ *Standardized Tests/ Student Evaluation/ Success
Factors

Identifiers: Allen University/ *College Education Achievement
Project

This study explored possible predictors of College Education
Achievement Project students' success in college. Based on
standardized test scores and teacher recommendations a multiple
regression correlation was run with the grade point average of
the first fifteen hours of regular college work. Correlations
were run on male, female and combined sexes. This study
suggests that standardized tests are not valid predictors of
college success for disadvantaged students. Using any of the
reported tests as a criterion for post-CEAP placement in the
regular college program was not supported by the correlations
in this study. (Author)

122 ED051732 HE002179
The City University of New York's Open Admissions Program: A
Reply to an Article by Rowland Evans and Robert Novak.
Hyman, Seymour C.
City Univ. of New York, N.Y.
Publ. Date: 4 Jan 71 Note: 12p.

Descriptors: *Academic Standards/ Admission (School)/
*College Admission/ Compensatory Education Programs/
*Disadvantaged Youth/ Educationally Disadvantaged/ Equal
Education/ *Higher Education/ *Open Admissions
Identifiers: *City University of New York Open Admissions
Policy

This letter from Seymour Heyman, Deputy Chancellor of the
City University of New York, answers on a point-by-point basis
the criticism leveled against the open admissions policy of
CUNY by Evans and Novak in an article in the Washington Post.
The letter identifies "the utterly baffled freshman" as a newly
arrived student from Greece with good academic credentials, and
argues that: (1) of the 35,000 admitted students, half were
found to need remedial education, but only 9,000 of these would
not have been admitted under pre open admissions policy (OAP)
criteria; (2) almost 80 percent of the entering freshmen had a
B average or better in high school, better than the national
average; (3) the decision to advance the OAP from 1975 to 1970
was not just the result of radical student pressure, but also
at the urging of all non-radical groups on campus; (4) academic
standards have not been lowered; (5) the cost relative to the
potential benefit is low; (6) new constituencies can be reached
without sacrificing instructional quality; (7) academic
standards at CUNY mean the rate and effectiveness of knowledge
transmission, and not the students' scholastic track record or
the faculty's scholarly prestige; (8) the majority of freshmen
are white; and (9) that the faculty continue to support open
admissions. (AF)

123 E0050696 HE002203

Nine Aspects of the Policy of Open Admissions.
Etzioni, Amital
American Association for Higher Education, Washington, D.C.
Publ. Date: 16 Mar 71 Note: 19p.: A revised version of a
paper presented at the 26th National Conference on Higher
Education, Chicago, Illinois, March 16, 1971

Descriptors: Admission (School)/ *College Admission/
Compensatory Education Programs/ *Disadvantaged Youth/
Financial Problems/ *Higher Education/ Junior Colleges/ *Open
Enrollment/ *Problems

The point of view taken is that an open admissions program
does not exist, but that existing programs aim at expanding the
basis of admission. Nine aspects of the program are discussed:
(1) the question of "open admissions" or "expanded admissions"
and the problem that economic forces remain powerful barriers
to higher education; (2) the disturbing tendency to see the
expanding admissions program as one for blacks or other
disadvantaged groups; (3) the dilemma of maintaining academic
standards; (4) the need for compensatory education; (5) the
tenuous relationship between expanded admissions and
improvement of social conditions; (6) the advantages of
differential admissions; (7) the need for public support for
2-year colleges; (8) the need for an effective professional and
vocational education mix in a liberal arts program; and (9) the
need for a new type of teacher. (AF)

124 E0050682 HE002176

Statement of the Board of Trustees, National Urban League on
Open Admissions in American Colleges and Universities.
National Urban League, Inc., New York, N.Y.
Publ. Date: Feb 70 Note: 6p.

Descriptors: Academic Standards/ *Admission (School)/
*College Admission/ *Disadvantaged Youth/ Equal Education/
*Higher Education/ Minority Groups/ *Special Programs/ Special
Services/ Universal Education

This statement urges the nation's colleges and universities
to adopt open admissions policies and to direct both private
and public funds into creating opportunities whereby any person
who has completed requirements for graduation from an
accredited high school or its equivalent will be assured access
to higher education. Though minority group enrollment has
increased 85 percent over the last 5 years, it has only reached
6 percent of the total enrollment. In past years, admission
criteria were frequently dictated by factors having little to
do with a student's potential success and it has now been
demonstrated that traditional admission criteria predict little
or nothing about what a given student will do in college or
about his potential after graduation. The best way to determine
whether a student is capable of college work is to evaluate his
performance in college. The major attack on open admissions is
being conducted in the name of an alleged threat to academic
standards, but academic excellence has all too often been an
exercise of the privileged to assure that they remain
privileged by keeping access to the top restricted. Academic
standards should be measured by how well the graduate is
prepared to find employment which fulfills his needs, and how
well he is equipped to progress in society. In addition to open
admissions, supportive and remedial services are also essential
to provide equal opportunity. (AF)

125

EDC50676 HEG02149

Open Admissions at The City University of New York.
Rosner, Benjamin
American Association for the Advancement of Science,
Washington, D.C.

Publ. Date: 27 Dec 70 Note: 13p.; Paper presented at the
Annual Meeting of the American Association for the Advancement
of Science, Chicago, Illinois, December 27, 1970

Descriptors: *Admission (School)/ College Freshmen/
*Compensatory Education Programs/ *Disadvantaged Youth/
*Educationally Disadvantaged/ *Higher Education/ *Open
Enrollment/ Special Programs/ Special Services/ Universal
Education

Identifiers: *City University of New York

This paper presents the history of the open admissions policy
at The City University of New York (CUNY). Discussed are: (1)
the founding of the University and its early admission
policies; (2) the demand for and implementation of the open
admission policy, which means a probable freshman class of
36,000 in the fall of 1971, with an increase of 16,000 in 1
year; (3) budgetary considerations; (4) the political and
social context within which the open admissions policy was
formulated; (5) the demand for and provision of remedial and
other supportive services for an estimated 10,000 students; (6)
the studies conducted to estimate the number of students who
would require remedial help; (7) the systematic evaluation of
the open admissions program; (8) the need to establish a closer
relationship with the public schools to place the problem of
remediation where it belongs; and (9) the necessity of
maintaining CUNY's academic standards. (AF)

126

ED049710 HE002155

A Preliminary Report on Predicting the Success of College
Education Achievement Project Enrollees at Albany State
College.

Tift, Rosa

American Educational Research Association, Washington, D.C.

Publ. Date: Feb 71 Note: 26p.; Paper presented at the 55th
Annual Meeting of the American Educational Research
Association, New York, February, 1971

Descriptors: *Academic Achievement/ *Compensatory Education
Programs/ Disadvantaged Youth/ *Educationally Disadvantaged/
Negro Colleges/ *Negro Students/ *Predictive Validity/ Tests

Identifiers: *Albany State College/ Georgia

The College Education Achievement Project (CEAP) is designed
to raise the level of scholastic performance of high school
graduates who are underprepared for the standard type college
programs. The Project provides a program of learning
experiences for developing the learning skills essential for
college work. It is a transitional year program during which
the students can earn some college credits. The purpose of this
study was to determine which variables were crucial to
predicting the success of CEAP enrollees at Albany State
College, Albany, Georgia, and to develop criteria for the
selection of those students who could profit most from the
program in terms of their success in college. In the fall of
1969 students enrolled in the program were administered a
battery of tests. Another form of these tests which included
the STEP, CPI, and SAT, was administered in the spring of 1970.
Discriminant Analysis and Chi-square Contingency Analyses were
employed in the investigation. There were 13 predictor
variables and 5 criterion variables, and two prediction
equations were obtained for each of the 5 criterion scores. The
results indicated that the five best predictors were: SAT
Verbal pretests, CPI pretests, STEP-Reading, Mathematics, and
Listening gain scores and SAT Verbal gain scores. (AF)

127

ED048858 JC710096

Reaching for the Ideal: Recommendations for Texas Community Junior Colleges and Recommendations for State Action.

Texas Coll. and Univ. System, Austin, Coordinating Board.

Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.

Publ. Date: 71 Note: 46p.

Descriptors: *Admission (School)/ Community Involvement/
*Compensatory Education/ *Curriculum Development/
*Disadvantaged Youth/ Educational Finance/ Educationally
Disadvantaged/ *Junior Colleges/ Remedial Programs/ Student
Personnel Services

Identifiers: *Texas

This report is comprised of recommendations made to the Texas Legislature, Texas Community Junior Colleges, and Coordinating Board concerning Compensatory education in general and specifically, the economically, ethnically, and educationally disadvantaged students. Recommendations to the colleges and the means for carrying them out are given for: new methods of recruiting disadvantaged students; disadvantaged community involvement; innovative and relevant instructional techniques and curriculum offerings; improved and enlightened staff attitudes; and supportive student services. Recommendations for state action are concerned with finances and the establishment of a permanent advisory council to the Commissioner of Higher Education on compensatory education. (CA)

128

ED048820 HE002018

The Open Admissions Story: 1970 At the City University of New York.

City Univ. of New York, N.Y. Office of Univ. Relations.

Publ. Date: 3 Dec 70 Note: 95p.

Descriptors: *Admission (School)/ *College Admission/
*Disadvantaged Youth/ Educational Policy/ *Higher Education/
High School Graduates/ *Universal Education

Identifiers: *City University of New York

This report briefly reviews the history of the open admissions policy at the City University of New York, which offers admission to all New York City high school students graduated in June 1970 and thereafter to some college or center of the University, effective September 1970. The report consists of six sections: (1) The Decision for Open Admission; (2) Preparation for Open Admission; (3) Open Admissions Launched, Fall 1970; (4) New York Times, Time Magazine, Newsweek, and New York News clippings; (5) Preludes to Open Admission; and (6) a bibliography on open admissions. Except for sections 4 and 6, the sections consist of CUNY news releases and Board of Higher Education statements, in addition to some clippings. Attached to the report is a revision of Chapter 2 of the 1968 Master plan dealing with student enrollment policies and trends. (AF)

129

ED048430 UDO11404
College Bound Program 1969 - 1970: Evaluation of ESEA Title I
Projects in New York City, 1965.
Capone, Thomas; And Others
New York City Board of Education, Brooklyn, N.Y. Bureau of
Educational Research.
Publ. Date: Sep 70 Note: 91p.

HC NOT Available from EDRS. PLUS POSTAGE
Descriptors: Academic Achievement/ *College Admission/
*College Bound Students/ *College Preparation/ *Compensatory
Education/ Cultural Enrichment/ *Disadvantaged Youth/ Negro
Students/ Puerto Ricans/ Summer Programs

Identifiers: College Bound Program/ New York City
This is an evaluation of the College Bound Program (1969-70),
which attempts to upgrade on a massive level the academic
performance of disadvantaged high school students in New York
City so that they will be prepared for college admission and
performance. Unique features of the program include small class
size, special guidance services, a family assistant program, a
summer program, and cultural enrichment activities. In
addition, College Bound is committed to providing admission to
college; each student accepted into the program is admitted to
a college if he earns an academic diploma, meets Regents
Examination requirements, and attains an average of at least 70
percent. The primary goal of this evaluation is to determine
whether the College Bound Program materially improved the
academic functioning of the students so that they are able to
succeed in college. All other evaluation concerns were
subsidiary. Among the methods and instruments used were the
Metropolitan Achievement Test (MAT), grades, the Regents
examinations, and demographic data. The evaluation report
concludes that significant differences in MAT scores were
found. However, on the Regents' exam, College Bound students
did not show any differences on test scores in comparison with
the controls. Not available in hard copy due to marginal
legibility of the original document. (Author/JW)

130

ED047659 24 HE002044
Middle Start: Supportive Interventions for Higher Education
Among Students of Disadvantaged Backgrounds. Final Report.
Yinger, J. Milton; And Others
Oberlin Coll., Ohio.
Sponsoring Agency: Office of Education (DHEW), Washington,
D.C. Bureau of Research.
Bureau No.: BR-5-C703
Grant No.: OEG-6-10-255
Publ. Date: 24 Nov 70 Note: 186p.

Descriptors: *Academic Achievement/ *Compensatory Education
Programs/ Culturally Disadvantaged/ *Disadvantaged Youth/ *High
School Students/ *Special Programs

Identifiers: *Oberlin College
Since 1964, Oberlin College has conducted a "special
opportunity program" for post-seventh graders from deprived
backgrounds. Each year approximately 65 students have been
brought to the campus for an intensive period of educational,
artistic, and recreational experience. This report concerns the
post-program educational attainments of the first three summer
groups, a total of 195 students. Schools in St. Louis, Mo., and
Cleveland, Lorain, Elyria, and Oberlin, Ohio were asked to
nominate twice as many individuals from culturally deprived or
poverty backgrounds who had some likelihood of success as the
program was able to accept. From each school's list pairs were
matched as closely as possible, and one from each pair were
randomly selected to participate in the program. This study
tried to determine whether the summer experience, plus the
follow-up contacts with the Special Opportunity staff,
significantly improved the likelihood of a person staying in
school, attaining good grades, and for the 1964 group, of
entering college. Significance was measured against the
performance of the randomly selected controls. This report also
describes the method that was used for taking account of the
quality of the match and examines the importance of networks of
"significant others." (AF)

131 ED047645 HE002022

The College Opportunity Grant Program of the California State Scholarship and Loan Commission: A Report on and Evaluation of the 1969 and 1970 COG Selection Procedures.

Klingelhofer, Edwin L.

California Univ., Berkeley. Inst. of Government Studies.

Publ. Date: Dec 70 Note: 24p.

Descriptors: Academic Achievement/ College Attendance/ *College Bound Students/ *Disadvantaged Youth/ *Financial Support/ *Higher Education/ *Minority Groups/ Special Programs/ Student Characteristics

Identifiers: California/ *College Opportunity Grant Program

The College Opportunity Grant (COG) program was established by the California legislature in 1968 and was intended to provide monetary grants to financially needy students,

primarily from ethnic minorities, to assist them while attending college. This paper contains: (1) a side-by-side description of the characteristics of the 1969 and 1970 applicants and grant recipients: numbers, reasons for ineligibility, ethnic backgrounds, types of institutions enrolled, and anticipated majors of COG winners; (2) an evaluation of the success of the 1969 program based on an analysis of the college performance of that year's winners; (3) a discussion and appraisal of the program as it now stands; and (4) a summary and recommendations. (AF)

132

ED047636 HE002004

A Chance to Go to College. A Directory of 800 Colleges that Have Special Help for Students from Minorities and Low-Income Families.

College Entrance Examination Board, New York, N.Y.

Publ. Date: 71 Note: 294p.

Available from: Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$3.00)
HC Not Available from EDRS. PLUS POSTAGE

Descriptors: College Admission/ *College Bound Students/ *Directories/ *Disadvantaged Youth/ Financial Support/ *Higher Education/ Minority Groups/ Negro Students/ *Special Programs/ Special Services

The first section of this document relates information useful to high school students who are interested in going to college, such as the reasons for going or not going, applying for admission, and financial aid. This section also includes titles of other related books. Section 2 lists colleges by state that have many black students. Section 3 lists the 829 colleges included in this Directory, by state, and some pertinent information about the availability of special services, and programs for minority-group or disadvantaged students. The last section, the bulk of the report, presents a brief description, by state, of the special services and programs available at each of the 829 colleges. (AF)

133 ED047078 UD011286

An Overview of Longitudinal Findings on a Special College Program for Disadvantaged Students.

Dispenzieri, Angelo; And Others

Publ. Date: Feb 71 Note: 27p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

Descriptors: College Preparation/ College Programs/ College Students/ *Compensatory Education Programs/ *Disadvantaged Youth/ *Higher Education/ *Longitudinal Studies/ Low Income/ Negro Students/ Puerto Ricans/ Spanish Speaking/ Special Programs

Identifiers: *City University Of New York/ College Discovery Program/ New York

Research findings are presented on five and one-half years operation of a special college program for disadvantaged students (mainly black and Puerto Rican), with remediation, counseling, tutoring, and stipends as principal supportive services. Initially very selective, the program subsequently reduced academic admission standards; most recent students have non-academic backgrounds with demonstrably poorer graduation rates. One-third of entering students graduated from community college, and two-thirds withdrew; nearly all graduates continued at senior college and most graduated. Most drop-outs took clerical or other jobs and many continued in evening classes but generally did not graduate from community college, despite high educational and occupational aspirations. They withdrew because of motivational, family, personal, and financial problems or unsatisfactory college placement; they studied much less than survivors. Early college performance was considerably improved for students taking half the normal credit load and two remedial courses. (Authors/JM)

134 ED047075 UD011283

The Effect of Compensatory Education upon the Self-Concept-of-Academic Ability. Significant Others, and Academic Significant Others of Black and White Pre-College Students.

Olsen, Henry D.

Publ. Date: Feb 71 Note: 9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

Descriptors: *Academic Ability/ *Compensatory Education/ *Negro Students/ *Negro Youth/ *Self Concept

This research utilizes Brookover's social-psychological theory of learning by evaluating the level and/or change in self-concept-of-academic ability, significant others, and academic significant others of 121 black and white compensatory education students. As a result of exposure to compensatory education there was a significant positive change in self-concept-of-academic ability for compensatory education students in general, as well as for blacks and whites. Males and females also had a significant positive change. The students identified parents, teachers, relatives, friends, offspring, spouse, and themselves as significant and academic significant others. There were significant changes in offspring, friends, teachers, spouse, and themselves as significant others, and themselves, spouse, offspring, and relatives as academic significant others as a result of compensatory education. (Author)

135 ED046370 JC710021

Implementing the Open Door: Compensatory Education in Florida's Community Colleges. Phase I: Questionnaire Analyses. Schafer, Michael I.; And Others
Florida Community Junior Coll. Inter-Institutional Research Council.

Publ. Date: Dec 70 Note: 67p.

Descriptors: *Compensatory Education/ Compensatory Education Programs/ *Disadvantaged Youth/ Educationally Disadvantaged/ *Junior Colleges/ *Program Improvement/ *Remedial Programs
Identifiers: *Florida

A study of current compensatory programs was conducted in 24 Florida public community colleges during 1969 to be used for their further investigation and improvement. This study brought into focus the planning objectives, implementation, and evaluation of existing programs. From the data examined, it was found that: (1) 11.6 per cent of the state's total community college student enrollment were identified as disadvantaged; (2) program planning processes and objectives varied among schools; (3) comparatively few counselors and instructors were involved exclusively with disadvantaged students; and (4) the individual colleges' evaluations of their programs measured only student academic progress. A follow-up study to differentiate between adequate and inadequate programs is now desired. (CA)

136 ED046321 HE001643

National Merit Scholarship Corporation Annual Report 1969. National Merit Scholarship Corp., Evanston, Ill.

Publ. Date: 70 Note: 30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: Able Students/ *College Bound Students/ Financial Support/ *Higher Education/ *Negro Students/ Private Financial Support/ *Scholarships/ *Superior Students

Identifiers: *National Merit Scholarship Program

This report discusses the National Merit Scholarship Program (NMSPP) and the National Achievement Scholarship Program (NASPP) for 1968-69 in terms of student participation, awards made, and sponsor participation. Two types of Merit scholarships were awarded: scholarships renewable for up to 4 years of college, which are underwritten by sponsors in the Merit Program, and one-time non-renewable \$1,000 scholarships financed by both NMSPP and sponsors. The NASPP is designed for outstanding black students of whom 233 were awarded a \$1,000 scholarship and 121 were awarded renewable scholarships. The NASPP also supports research, including a study of marital plans and educational aspirations of women Scholars and career choices of Negroes and other youth. The report also lists the sponsors of the NMSPP programs, the number of participating secondary schools and students by state in 1968-69, the colleges from which Merit and Achievement Scholars have been graduated and present college enrollment of these scholars for 1969-70, and a summary of college majors of the Scholars and semifinalists in the 1969 programs. A financial statement concludes the report. (AF)

137 ED046319 HE001839
Upward Bound 1965-1969: A History and Synthesis of Data on the Program in the Office of Economic Opportunity.
Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Publ. Date: 30 Mar 70. Note: 334p.

Descriptors: Achievement/ College Attendance/ *Compensatory Education Programs/ *Disadvantaged Youth/ Evaluation/ Financial Support/ *Higher Education/ School Holding Power/ *Special Programs/ *Student Characteristics

Identifiers: *Upward Bound

Chapter I discusses the purpose and rationale for a comprehensive study of the Upward Bound Program and presents the study design and methodology. Chapter II presents a summary of the findings on student characteristics and program achievement and on program administration and other areas, and the recommendations. Chapter III presents the history of the Upward Bound program in the Office of Economic Opportunity. A list of research studies and a synthesis of research findings are presented in Chapter IV. Chapter V discusses student characteristics and indicators of program success such as college enrollment and retention. Chapter VI presents an analysis and findings of field visits. A cost-benefit analysis of the Upward Bound program is provided in Chapter VII. Chapter VIII is a summary of basic Upward Bound issues and suggests needed research and evaluation. And Chapter IX discusses the Upward Bound student in college: the disadvantaged applicant and the application process, and overview of financial aid considerations and unmet needs. Abstracts of previous research, Upward Bound guidelines 1969-70, and a computation of lifetime income are presented in the appendices. (AF)

138 ED045787 UDO11129
Pre-College Counseling and the Black Student: A Report on the Invitational Workshop for In-Service School Counselors. Jackson State College, 1970.

Anzalone, J. S., Ed.

Mississippi State Coll., Jackson.; Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Sponsoring Agency: American Coll. Testing Program. Iowa City, Iowa.

Publ. Date: 70. Note: 68p.

Descriptors: *Admission Criteria/ *College Admission/ Counseling Services/ *Educational Counseling/ High School Graduates/ High School Students/ Junior Colleges/ National Competency Tests/ *Negro Students/ *Post High School Guidance/ Post Secondary Education/ Secondary School Counselors/ Southern States/ Standardized Tests

Identifiers: American College Testing Program

This report presents the papers and summarizes the group discussions of a workshop aimed at alleviating the problems of higher education access for large numbers of black and disadvantaged young people. The workshop brought together approximately 75 Mississippi school counselors and other participants for group sessions. The counselors, black and white, were selected from high schools in different geographical settings and from schools enrolling substantial numbers of black students. Discussions focused on the following: The American College Testing Program--registration and administration, interpretation of scores, and guidance material; imperative issues for counselors in the 1970's: admissions and curriculum; test preparation; financial aid; cultural factors that must be considered for effective counseling in integrated schools; and, workshop critique. The closing session of the workshop also included questions on the workshop and resource personnel responses. (RJ)

- 139** ED045776# UD011106
College Bound: A Directory of Special Programs and Financial Aid for Minority Group Students.
Goldstein, Gloria, Ed.
Urban League of Westchester, Inc. White Plains, N.Y.
Sponsoring Agency: New York Telephone Co., N.Y.
Publ. Date: Sep 70 Note: 159p.
Available from: Urban League of Westchester, 2 Grand St., White Plains, N.Y. 10601 (\$2.75)
Document Not Available from EDRS.
Descriptors: College Admission/ *College Bound Students/ College Preparation/ Counselors/ Directories/ Disadvantaged Youth/ Financial Needs/ *Financial Support/ Guidance/ *Guidance Counseling/ *Minority Groups/ *Negro Students
This directory of special programs and financial assistance for black and other minority group students is designed for guidance counselors and college-bound students. The information was obtained directly from the colleges, and describes programs, assistance, and admission policies for the disadvantaged. The description of each school is only as complete as the information received in reply to the questionnaire sent would provide. All of the schools that showed an interest are included in the directory. The counselor is urged to use this book as an introduction, but not as a substitute for his concern, commitment, and skill. (Author/JW)

- 140** ED044745 CG006038
Challenges Presented by Open Enrollment.
Scott, Robert A.
Cornell Univ., Ithaca, N.Y.
Publ. Date: 3 Oct 70 Note: 5p.: Paper presented at the National Association of College Admissions Counselors Convention, Boston, Massachusetts, September 29- October 3, 1970
Descriptors: *Ability Identification/ Academic Achievement/ Academic Standards/ Admission (School)/ *Admission Criteria/ College Admission/ Culturally Disadvantaged/ *Disadvantaged Youth/ Motivation/ *Open Enrollment/ *Standardized Tests
Open admissions is an important change in the entry procedures to a major social institution. Several variations of open enrollment have been noted: (1) complete universal higher education based on individual desire; (2) universal entry on the basis of particular needs and talents; and (3) admission of a percentage of students under different selection criteria than those admitted under traditional criteria. Cornell University has chosen the third alternative. On the basis of studies conducted at Cornell, very little value should be placed on the standard academic predictors when selecting these minority group students. Non-intellective factors such as motivation, leadership ability, talent, are more useful predictors of college achievement. The specific details of Cornell's program and the Committee on Special Educational Projects are included in the appendix of this report. (Author/KJ)

141

ED044482 UD011069

"The Small College Opens Its Doors": Who Runs the High Risk College Programs.

Bertsch, Eilene

Publ. Date: 4 Sep 70 Note: 16p.; Paper presented at American Psychological Association Meeting, Miami Beach, Fla., September 4, 1970

Descriptors: Academic Achievement/ *College Admission/ College Freshmen/ *College Programs/ *Compensatory Education Programs/ *Disadvantaged Youth/ Economically Disadvantaged/ Females/ Higher Education/ High School Graduates/ Junior College Students/ *Private Colleges

Identifiers: Community Leadership Program/ Marymount Manhattan College/ New York City

The Marymount Manhattan College Community Leadership Program, which is a high risk admissions program, is taken as an exemplar of such programs. Although the author runs this program, it is considered impossible for any one person or even agency to actually run these programs. The Board of Trustees has approved the program and the necessary supportive resources. The President not only signs but contributes to the proposals, and actively supports the students and program goals. The Academic Dean follows the progress of each student and acts on her behalf in consultation with the Director and Mental Health Consultants. The Admissions Office and the Registrar cooperate in waiving many standard procedures. The Financial Aid Office assists in securing tuition grants and Work-Study positions. The Development Office seeks funds, and aids in writing proposals. And, most important, on a day to day level, it is the faculty and students who make the program run--in their formal classes, in tutorials and summer programs, and in the numerous informal contacts outside the classroom. (Author/JM)

142

ED044450 UD010692

Stevens Technical Enrichment Program: Report on Summer 1970.

Wormack, Leslie

Stevens Inst. of Tech., Hoboken, N.J.

Publ. Date: 15 Oct 70 Note: 37p.

MC Not Available from EDRS.

Descriptors: Academic Achievement/ Aspiration/ *Compensatory Education/ *Disadvantaged Youth/ Educational Disadvantage/ Enrichment Programs/ Motivation/ Science Curriculum/ Science Instruction/ *Science Programs/ Self Concept/ *Summer Programs

Identifiers: STEP/ Stevens Institute Of Technology/ *Stevens Technical Enrichment Program

The goals of the Stevens Technical Enrichment Program (STEP) are to seek out economically and educationally deprived high school students who show potential in science and mathematics, and to train and motivate these students to enter college. Students were selected from high schools in Hoboken and Newark, New Jersey, as well as from New York City. In conjunction with the high schools involved, STEP set up an intensive summer program at Stevens Institute of Technology, and followup programs during the academic year. Students continue in STEP until graduation, attending summer programs every year. The summer curriculum placed heavy emphasis on the development of mathematical, language, and laboratory skills. Through the rigorous academic schedule, educational field trips, and living experience on campus, the students developed academic skills and self-awareness. As a result, the level of interest, involvement, and scholarship was very high. Because of the high level of academic proficiency demonstrated, academic credit may be awarded for satisfactory ratings. In three years, STEP has graduated 30 seniors, 25 of whom have become freshmen in college. None, or at best few, of these young men would have gone on to college if they were not in STEP. Not available in hard copy due to marginal legibility of original document. (Author/JW)

143 ED044067 HE001676
A Report on the Programs for the Disadvantaged in the Oregon State System of Higher Education.
Romney, Miles C.; Okedara, Joseph T.
Oregon State System of Higher Education, Portland, Office of Academic Affairs.
Publ. Date: 17 Nov 69 Note: 109p.

Descriptors: *Compensatory Education Programs/ *Disadvantaged Youth/ Educationally Disadvantaged/ Evaluation Criteria/ *Higher Education/ *Special Programs/ State Colleges/ State Universities/ *Students

Identifiers: *Oregon

Section 1 of this report on programs for the disadvantaged in the Oregon State System of Higher Education defines the term disadvantaged and summarizes the barriers to higher education experienced by them. The next section reviews briefly the values that underlie the development of these programs and suggests some issues that must be considered in reviewing the programs for the disadvantaged. The third section reviews some of the efforts made, steps taken and mechanisms used by institutions to organize effective programs, and establishes the mechanisms for institutional evaluation of these programs. The fourth section reviews the general characteristics of State Systems Programs for the Disadvantaged. These programs are Upward Bound, the High School Equivalency Program, the Three Percent Program and the BOOST Program, and discusses the operation of these programs at the 7 state institutions involved. (AF)

144 ED043295 24 HE001755
Predicting College Success of Educationally Disadvantaged Students.
Stanley, Julian C.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.: R-79 Bureau No.: BR-6-1610
Grant No.: OEG-2-7-061610-0207
Publ. Date: Sep 70 Note: 45p.

Descriptors: Academic Achievement/ Admission (School)/ *Aptitude Tests/ *College Admission/ College Bound Students/ *Disadvantaged Youth/ Educationally Disadvantaged/ Grades (Scholastic)/ *Higher Education/ *Predictive Validity

A review of the literature indicates that although some authors maintain that scholastic aptitude test scores of disadvantaged students are not clearly associated with college grades (Clark and Plotkin, 1963), most researchers have found the opposite to be true. Some selective institutions emphasize the disadvantaged student's persistence, rather than grades, but persistence alone is not a good measure of academic success. Many other institutions ignore test scores and concentrate on high school grades in admitting disadvantaged applicants, though there is ample evidence that grades alone are not a good predictor of academic success because of the differences in the quality of high school education. Aptitude test scores and high school grades, when used together, usually do predict college grades of disadvantaged students about as well as they do for other students. Therefore, admission to selective colleges should be based substantially on test scores and high school grades, regardless of ethnic or socioeconomic background, and the gap between the academic promise of educationally disadvantaged applicants and the usual minimum demands of the institution should not be greater than explicit provisions for remediation, tutoring, coaching, and perhaps curriculum reform can bridge. (AF)

145

ED042932 AA000615
 College Compensatory Programs for Disadvantaged Students.
 Trent, William T.
 ERIC Clearinghouse on Higher Education, Washington, D.C.
 Report No.: R-3
 Publ. Date: Sep 70 Note: 18p.

Descriptors: Admission (School)/ *Compensatory Education Programs/ *Disadvantaged Youth/ *Higher Education/ *Minority Groups/ Negro Students/ *Special Programs

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 18 colleges and universities across the country. (JS)

146

ED042827 UD010506
 Description of a Compensatory College Education Program for the Disadvantaged and Its Associated Research and Evaluation Program.
 Spuck, Dennis W.; And Others
 Claremont Graduate School and Univ. Center, Calif.
 Publ. Date: 69 Note: 7p.

Descriptors: Behavioral Science Research/ College Preparation / College Students/ *Compensatory Education Programs/ Counseling/ Cross Cultural Studies/ Economically Disadvantaged/ *Educationally Disadvantaged/ *Educational Research/ Educational Testing/ Evaluation Methods/ Institutional Research / Minority Groups/ *Program Evaluation/ Psychological Testing/ Success Factors

Identifiers: California/ Claremont Colleges/ *Program Of Special Directed Studies/ PSDS

This paper reports on a large-scale project of research and evaluation of a program for disadvantaged minority group students conducted by the Center for Educational Opportunity at the Claremont Colleges. The Program of Special Directed Studies for Transition to College (PSDS), a five-year experimental project, is aimed at providing a four-year, high quality college education for educationally and economically disadvantaged minority group students. Forty students were admitted in 1968 with full financial support. A three-week orientation program tailored their course load to their abilities and interests, with adequate and individualized counseling. Two years are allowed to qualify for regular admission with no grades recorded on the permanent transcript during this time. The research intrinsic to the program is for the purposes of: (1) investigating the consequences of special collegiate arrangements; (2) evaluating and accounting for areas of success and failure; (3) making research available locally and nationally; and, (4) providing bases for desirable changes in PSDS and other programs. The research design is a pre-test, post-test control group allowing for analysis of test scores. The multivariate definition of "success" and evaluative measures to be used are included. (Authors/DM)

Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Fourth Year of Longitudinal Study on the College Discovery and Development Program.

Harris, Beatrice; Brody, Lawrence
City Univ. of New York, N.Y. Div. of Teacher Education.
Report No.: DTE-R-70-13
Publ. Date: Jun 70 Note: 152p.

Descriptors: Academic Achievement/ College Admission/ College Bound Students/ College High School Cooperation/ *College Preparation/ *College Programs/ *Disadvantaged Youth/ Ethnic Distribution/ *High School Students/ Longitudinal Studies/ Socioeconomic Background/ Student Characteristics

Identifiers: CDDP/ City University Of New York/ *College Discovery and Development Program/ New York

This fourth annual report describes the educational progress of students who had been admitted to the College Discovery and Development Program. In general pattern the implementation of the program remained unchanged from the previous year although there were a number of specific changes including those among staff and student personnel and budgetary arrangements. Data on socioeconomic background and previous achievement were collected and analyzed. Students in the different centers participating in the program differed significantly in mother's education, total weekly income, number of rooms in apartment, number of years at present address, and Adjusted Life Chance Scale score. No differences were found in age of students, father's education, monthly rent, and number of persons in apartment. It was found that, on the whole, first year students were performing on grade level in each of the subtests of the Metropolitan Achievement Test; overall academic average was the 70's for the eighth and ninth grades. For all the classes, first to fourth years inclusive, however, the academic average was approximately 72. By June, 1969 fourth year students had completed their first year in college, either in branches of the City University or private colleges. Third and fourth year students viewed on the basis of past achievement and socioeconomic data as students who would most likely not complete high school, went on to reverse this prognosis in a remarkable manner. (RJ)

EDO41973 UDO10440

148 Effects of a Compensatory College Education Program for the Disadvantaged: A Further Report.

Oskamp, Stuart; And Others
Claremont Graduate School, Calif.

Sponsoring Agency: College Entrance Examination Board, New York, N.Y.

Publ. Date: 15 Apr 70 Note: 8p.; Paper presented at the Western Psychological Association meeting, Los Angeles, Calif., April 15, 1970

Descriptors: College Admission/ *Compensatory Education/ *Disadvantaged Youth/ *Educational Quality/ Educational Research/ Experimental Programs/ Family Background/ Program Effectiveness/ Program Evaluation/ Questionnaires/ Self Concept / Student Attitudes/ Student Motivation/ Testing/ Test Results/ *Undergraduate Study

Identifiers: California/ Claremont Colleges/ *Program of Special Directed Studies/ PSDS

This report is a series on the Program of Special Directed Studies for Transition to College (PSDS), which is a five-year experimental education project aimed at providing a full four-year high-quality college education for disadvantaged youths who would probably not otherwise have been eligible for admission to most four-year colleges. A research and evaluation program planned as an intrinsic part of the experimental project encompassed a pre-test and post-test control-group design to provide analyses of test score changes as well as of comparisons with scores of other students. The test battery included: (1) questionnaire measures of demographic variables, family background, and attitudes toward college and the PSDS program, and (2) standardized and experimental measures of personality and motivational variables such as self esteem, social adjustment, interests, expectations, and values. A success rate of over 50% of PSDS students was claimed as a result of examination of general data on success. The attitudes, values, and personality traits of PSDS students were shown to be remarkably similar to those of more advantaged "typical" Claremont College students, and the ability of the former students to compete successfully with the latter was also held to be equally remarkable. For an earlier report of the Program, see ED 035 910. (RJ)

149

ED041972 UD010439

Support Services for Disadvantaged College Students: A Symposium.

Spaights, Ernest, Ed.

Publ. Date: Mar 70 Note: 14p.: Symposium papers presented at the American Personnel and Guidance Association Convention, New Orleans, La., March, 1970

Descriptors: Admission Criteria/ *Ancillary Services/ *College Admission/ *College Students/ Counseling Instructional Programs/ *Disadvantaged Youth/ *Educational Opportunities/ Educational Problems/ Instructional Innovation/ Learning Experience/ Professional Personnel/ Recruitment/ Supervisor Qualifications/ Teacher Aides/ Tutoring

This symposium on support services for disadvantaged college students is comprised respectively of papers bearing on an effective advising component, effective admissions unit, and effective instructional support component for an educational opportunity program. The emphasis in the first paper is on counseling the disadvantaged student, referred to therein as academic advising. Recruitment and duties of professional advisors, part-time student advisors, and advisor aides are dealt with. In the second paper, successful admissions procedures for a program for disadvantaged students are considered to consist of six main steps: recruitment, orientation, interview, tentative admission, summer preparatory program, and admission. In the third paper, an attempt is made to provide a model instructional support component for an educational opportunity program. In providing for structure in the support component, the following assessment variables are held to be imperative of consideration: past experiences, individual skill levels, environment influences, quality of learning supervision, cost and availability of instructional materials, available facilities, and operational costs. (RJ)

150

ED041968 UD010421

Characteristics and Effects of Rutgers-UPWARD BOUND: Assessment II.

Rutgers, the State Univ., New Brunswick, N.J. Bureau of Community Services.

Sponsoring Agency: Department of Health Education and Welfare, Washington, D.C.

Publ. Date: Aug 69 Note: 84p.

HC Not Available from ERCS.

Descriptors: Academic Aspiration/ *College Bound Students/ Disadvantaged Youth/ *Educational Opportunities/ Educational Quality/ Family Background/ Higher Education/ *High School Students/ Leadership Training/ Low Achievers/ *Low Income Groups/ Parent Participation/ Program Effectiveness/ Program Evaluation/ School Integration/ Self Concept/ Student Motivation

Identifiers: *Upward Bound Programs

This report is an assessment of the Rutgers University, New Jersey Upward Bound program, encompassing the following:

eligibility criteria for participation in the program, student motivation toward college, student knowledge about college, degree of student knowledge that could be attributed to attending the program, relation of student self concept and changes thereof to participation in the program, the extent to which former students of the program remain in college, academic year activities recommended for continuing student success, leadership roles that the program staff might continue or initiate, and the characteristics of the typical Rutgers Upward Bound Student in 1968. Ongoing activities and practices at Rutgers, comparisons and contrasts with the National Upward Bound Programs in general and with programs in specific regions, and recommendations for program improvement are dealt with. Extensive data tables are included. Appended are a checklist of financial assistance available, film program in summer 1969, special problems of students in the program, and listings of participating school districts, staff, consultants, and committees. Not available in hard copy due to marginal legibility of original document. (RJ)

151 EDO41070 UDO10302

The College Discovery Program: A Synthesis of Research.
Dispenzieri, Angelo: And Others
City Univ. of New York, N.Y. Research and Evaluation Unit for
Special Programs.
Publ. Date: 18 Mar 69 Note: 76p.

Descriptors: Associate Degrees/ College Programs/ Community
Colleges/ *Compensatory Education/ *Disadvantaged Youth/
Educational Attitudes/ *Educationally Disadvantaged/ Higher
Education/ *Junior Colleges/ Junior College Students/ Minority
Groups/ Personal Growth

Identifiers: *College Discovery Program/ New York

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

152

EDO41069 UDO10301

Characteristics of SEEK Program Students: September 1968
Entering Class.
Dispenzieri, Angelo: And Others
City Univ. of New York, N.Y. Research and Evaluation Unit for
Special Programs.
Publ. Date: 1 Sep 69 Note: 49p.

Descriptors: College Freshmen/ College Programs/ Compensatory
Education/ *Compensatory Education Programs/ *Disadvantaged
Youth/ *Higher Education/ High School Graduates/ Negro Students
/ Puerto Ricans/ Spanish Speaking/ *Student Characteristics/
Undergraduate Study

Identifiers: City University Of New York/ New York/ *Search
For Education Elevations And Knowledge/ SEEK

A study was made of the characteristics of the 1,169 students from poverty areas in New York City who in September 1968 entered the Search for Education Elevation and Knowledge Program. Of the entrants nearly one-third enrolled at University Center, approximately one-fourth at Brooklyn College, and almost one-fifth at City College, Hunter, Lehman, and Queens Colleges admitted approximately 10 per cent or less; York College admitted three per cent. Sixty per cent were Negroes born in the U.S.A.; more than one-fourth were Puerto Rican; and six per cent were native-born whites. The remaining ten per cent were foreign-born students. More than half of the class were females. However, American- and foreign-born Negroes had a female majority. Puerto Rican entrants were evenly divided and all other groups had more than 60 per cent males. Forty-three per cent had high school academic diplomas and 30 per cent had general diplomas. Of the remainder, 15 per cent had vocational, eight per cent commercial, three per cent equivalency, and one per cent technical diplomas. The entire class had an average high school average of 74. (JM)

153

ED040659# HE0D1542

Potential: The Academically Able but Disadvantaged Georgia High School Student.

Sullivan, John J.

Georgia Univ., Athens, Inst. of Higher Education.

Publ. Date: 69 Note: 27p.

Available from: Institute of Higher Education, University of Georgia, Athens, Georgia (\$0.50)

Document Not Available from EDRS.

Descriptors: *Academic Ability/ Academic Aspiration/ College Attendance/ *College Bound Students/ College Choice/ *Disadvantaged Youth/ Financial Needs/ *Higher Education/ Student Attitudes/ *Student Characteristics

Identifiers: *Georgia

The purpose of this study was (1) to discover if the students identified as academically able by their high school counselors and/or other professionals were academically qualified for post-secondary education, and (2) to provide heretofore unavailable data to those who are associated with and seek to help the disadvantaged students. Questionnaires (6042) were sent to students in Georgia high schools who had been identified by their counselors as academically able and in need of financial support for post-secondary education. Of 5010 students who completed the questionnaire, 2620 were white and 2390 were Negro. Their average grade point average was 8. Relatively few had taken the Preliminary Scholastic Aptitude or the Scholastic Aptitude Test. The students who visited their counselor averaged four visits during their high school days. Most were acquainted with federal financial aid programs and the great majority planned to continue their education after high school. Both white and black students preferred colleges where the majority were members of their own race. Teaching was the most frequently mentioned future vocation and most wanted to make their home in Georgia. Those considered as the greatest living and greatest deceased persons generally were or had been in public office; few of the white students chose segregationists. (AF)

154

ED040230 UD010130

College Admissions and the Black Student: Results of a National Survey.

Sedlacek, William E.; Brooks, Glenwood C., Jr.

Maryland Univ., College Park, Cultural Study Center.

Sponsoring Agency: American Coll. Personnel Association.

Publ. Date: Mar 70 Note: 12p.; Portions of this paper were presented at the American College Personnel Association Convention, St. Louis, Mo., March 17, 1970

Descriptors: Academic Achievement/ Academic Standards/ *Admission Criteria/ *College Admission/ College Students/ Grade Point Average/ *Negro Students/ *Predictive Measurement/ Questionnaires/ Research Needs/ Self Concept/ Standardized Tests/ *Success Factors/ Universities

The purpose of this study was to answer the basic question: What is the gap between published articles on black admissions and actual practices in the schools? Eighty-seven (90 percent sample) large, primarily white institutions returned questionnaires concerning their admissions policies for black students. Results indicated that very few blacks (3 percent of 1969 entering freshmen) are entering the large, primarily white universities. While many schools have established special programs for blacks, the admissions procedures used for these programs and for regular black admissions remain very traditional. Standardized tests and high school grades are widely used while extra-curricular activities, recommendations and interviews are less used in black admissions. While many schools are conducting research on black admissions there is little reason to expect that admissions policies towards blacks in predominantly white schools will change in the near future. It is proposed that research on black admissions should involve novel approaches to developing predictors and criteria rather than to apply white culturally-bound variables to groups of blacks. Potentially useful variables in predicting the academic success of blacks include a positive self-concept and low conformity. (Author)

155 ED039840# HE001556

A Chance to Learn. An Action Agenda for Equal Opportunity in Higher Education.

Carnegie Commission on the Future of Higher Education. Berkeley, Calif.

Publ. Date: Mar 70 Note: 31p.

Available from: McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$1.00)

Document Not Available from EDRS.

Descriptors: *Compensatory Education Programs/ *Disadvantaged Youth/ Educationally Disadvantaged/ *Educational Opportunities/ Ethnic Studies/ Financial Support/ *Higher Education/ Special Programs/ *Universal Education

This report focuses on the goals, agenda, and policies for access and success within higher education for an increasingly diverse student population. Studies show that access to higher education is often determined by parental income, ethnic origin, proximity to an institution of higher education, and quality of early education. The Commission recommends that by 1976 all students with the motivation and ability for a higher education receive financial aid if they need it, and that by the year 2000 all other barriers be removed. To accomplish this, institutions of higher education should work to improve the effectiveness of elementary and secondary school programs by helping to eliminate segregation, improve teacher training, and establish various programs for disadvantaged students. In addition, colleges and universities should assure access to all levels of education, establish a "foundation year" for those students who want it, have effective compensatory programs, increase the availability and quality of ethnic studies, and recruit minority staff members. The report also recommends the establishment of a national center for the planning and coordination of these activities. An equal opportunity checklist for the academic community is included. (AF)

156

ED039833 HE001532

Theoretical Issues Involved in Educating the Disadvantaged.

Menzel, Dennis

Publ. Date: 69 Note: 11p.

Descriptors: College Students/ *Compensatory Education Programs/ *Disadvantaged Youth/ *Educationally Disadvantaged/ Educational Opportunities/ *Higher Education/ *Minority Groups/ *Remedial Programs/ Special Programs

This paper examines the present efforts of colleges and universities to offer educational opportunity to disadvantaged students, briefly reviews some of the studies in this area, and recommends guidelines for planning and implementing educational opportunity programs. The Coleman study clearly documented the problem of educational deprivation; Katz, Berger, and others have analyzed the conditions that create educational deprivation; and Gordon and Wilkerson, and Egerton have surveyed experimental and compensatory programs for students with deficient pre-college background. The surveys indicated that relatively few institutions have compensatory programs and that only a small number of disadvantaged students are reached. Though many of these programs are commendable, there seems to be a general neglect of the non-black minorities, systematic evaluation of the programs is almost nonexistent, and most programs are created without knowledge of similar programs elsewhere. In planning a compensatory program, institutions should first assess their ability to cope with disadvantaged students, establish realistic objectives, and allocate adequate funds. The ideal program should include: a recruitment program; a summer preparatory program; a special services program; and student financial aid. A system for evaluating program effectiveness must also be incorporated. (AF)

Descriptors: Academic Standards/ Administrator Attitudes/ *Admission Criteria/ African American Studies/ *College Students/ *Compensatory Education/ Culturally Disadvantaged/ Dropout Rate/ Equal Education/ Financial Problems/ *Higher Education/ Negro Culture/ *Negro Students/ Policy Formation/ Special Education

The black atypical student, defined as that black student who would be excluded from most colleges and universities in America by traditional admission policy, is beginning to find entrance into institutions of higher education. There is no indication reported of these institutions admitting large numbers of black atypical students. In the education of the black atypical student institutions appear to be taking a conservative approach, despite the data that has tended to indicate that the dropout rate has generally been higher for regular students than for atypical students. Institutions of higher education have several options for admission policies. An institution can justify its right to select students on any criteria thought acceptable by its trustees, faculty, and administration without regard to race, religion, creed, or nationality. The institution can also choose to use a random method of selecting students. Or, the institution may choose selectively to extend its educational offerings to varying students under varying criteria. Somewhere within these three options the various institutions are choosing their course. But their response to the black atypical student is still in doubt. It is the conclusion of this paper that the response itself can only be made within a consideration of what it is that a particular institution is and would be. (RJ)

158 ED038478 24 UD010114

An Annotated Bibliography on Higher Education of the Disadvantaged.

Gordon, Edmund W.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Sponsoring Agency: Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-2-6-D61722-1742

Publ. Date: 70 Note: 69p.: Includes "An addendum" prepared by Edwina D. Frank

Available from: ERIC--Information Retrieval Center on the Disadvantaged, Box 40, Teachers College, Columbia Univ., New York, N.Y. 10027

Descriptors: Academic Achievement/ Admission Criteria/ *Annotated Bibliographies/ Civil Rights/ College Admission/ College Programs/ *Compensatory Education Programs/ *Disadvantaged Youth/ Guidance Programs/ *Higher Education/ *Minority Groups/ Negro Colleges/ Predictive Ability (Testing)/ Student Characteristics

One of the series of occasional papers originating from the Study of Collegiate Compensatory Programs for Minority Group Youth project, this annotated bibliography focuses on the following: civil rights and access to higher education; programs and practices in higher education for the disadvantaged; characteristics of disadvantaged students; college admissions and guidance; and, the Negro college. The 98 items annotated are supplemented by an addendum of 27 others compiled by Edwina D. Frank, updating the main bibliography, and falling into the self-same categories. A majority of the items listed are journal articles, both in the main section and the addendum. Many items, nevertheless, relate to reports of programs, projects, and evaluative studies. (RJ)

- 159** E0038477 24 UD010078
Summer Upward Bound. Terre Haute, Indiana. Secondary Program
in Compensatory Education, 4.
American Inst. for Research in Behavioral Sciences, Palo
Alto, Calif.
Sponsoring Agency: Office of Education (OHEW), Washington,
D.C.
Report No.: OE-37049
Publ. Date: 69 Note: 18p.
Available from: Superintendent of Documents, U.S. Government
Printing Office, Washington, D.C. 20402 (FS5.237:37049, \$.20)
HC Not Available from EDRS.
Descriptors: *Compensatory Education/ Counseling Services/
Cultural Activities/ *Disadvantaged Youth/ Dropouts/ *Federal
Programs/ High School Students/ Language Arts/ Mathematics
Instruction/ Motivation/ Perceptual Development/ Physical
Education/ Study Skills/ *Summer Programs
Identifiers: Indiana/ Terre Haute/ Upward Bound
Upward Bound was a precollege program geared for high school
students with potential who had been handicapped by economic,
cultural, and educational deprivation. It involved a full-time
summer program and follow-up programs (counseling, cultural
activities, and physical education) during the academic year.
Students stayed in the program for three consecutive summers
and were instructed in language arts, mathematics, study
methods and techniques, and perceptual skills. Academic skills
were stressed to encourage an enduring desire to pursue a
college education or some kind of post secondary school
training. Curriculum and teaching methods are generally
described along with specific examples of word games, dictating
exercises, and language study units. (KG)

- 160** E0037488# UD009553
Negro Higher Education in the 1960's. Praeger Special Studies
in U.S. Economic and Social Development.
Jaffe, A. J.; And Others
Publ. Date: 68 Note: 290p.
Available from: Frederick A. Praeger, Publishers, New York,
N.Y. (\$12.50)
Document Not Available from EDRS.
Descriptors: Academic Ability/ Academic Achievement/ College
Admission/ College Bound Students/ College Choice/ *College
Students/ *Higher Education/ Junior Colleges/ *Negro Colleges/
*Negro Education/ *Negro Students/ Occupational Aspiration/
Recruitment/ Social Class/ Southern States
The survey data referred to in this specialized research
monograph are almost exclusively related to Southern,
primarily, Negro colleges and the students who attend them. The
study attempts to evaluate the activities of these colleges in
relation to the more general problem of higher education for
disadvantaged minorities, and to determine the degree of their
success or failure. In arriving at the study's findings, and
implications thereof for educational policies and programs,
some of the factors which have influenced the continuing growth
of these colleges, and the factors working for and against the
separate Negro college are considered. Appended to the study
are extensive statistical tables, results of three
questionnaire surveys conducted, projections of educational
attainment of Southern Negro youth, and samples of the survey
questionnaire forms. (RJ)

161 ED037487 UD009535

The "Special Admission" Student and the Colleges.
Hull, W. Frank. IV
Pennsylvania State Univ., University Park. Center for the
Study of Higher Education.
Report No.: CSHE-R-1
Publ. Date: Nov 69 Note: 21p.

Descriptors: Administrator Attitudes/ Admission Criteria/
*College Admission/ College Freshmen/ *Disadvantaged Youth/
Individualized Programs/ *Negro Students

Identifiers: *Pennsylvania State University/ PSU

This report discusses the "Special Admission" program adapted by Pennsylvania State University (P.S.U.) for "culturally deprived" students. Deans from the ten colleges within P.S.U. give their views on the program. There was general agreement arrived at among the Deans in regard to the following: the "special admission" students will not be separated as a group from other entering freshmen; the former students should be assimilated as rapidly as possible into the ranks of the regular students; centralization or at least coordination in selecting the "special admission" students was felt essential; these students should be provided with whatever individual attention is required; and, grading methods should not be altered in any way for the "special admission" students. The Deans, however, vary as to how far in the future they feel themselves committed to continue their efforts for the "special admission" student. (KG)

162 ED036594 UD009613

A Follow-up Study of the Experiences and Reactions of Students in the 1965 Entering Class of the College Discovery Program.

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.

Publ. Date: Apr 69 Note: 189p.

HC Not Available from EDRS.

Descriptors: *College Bound Students/ *College Students/
*Disadvantaged Youth/ Dropouts/ Financial Problems/ Followup
Studies/ Program Planning/ *Student Attitudes/ Student College
Relationship/ Student Motivation/ Study Habits

Identifiers: Bronx Community College/ CDP/ City University of
New York/ *College Discovery Program/ Kingsborough Community
College/ Manhattan Community College/ New York City Community
College/ Queensborough Community College

This report is a follow-up study of the experiences and reactions of students in the 1965 entering class of the College Discovery Program, the students having been enrolled in the following community colleges: Bronx, Queensborough, Kingsborough, Manhattan, and New York City. The areas covered in the report are: attrition from the College Discovery Program; students' sources of financial support while in the program; and, students' reactions, attitudes, and perceptions of the overall program. An explanation of the probable effects of the college experience of the students along with an analysis of study habits and peer culture is presented. Also included are tables, and recommendations for program planning and further research. Not available in hard copy due to marginal legibility of original document. (KG)

163 ED036366 RC004073

A Report of the Summer Study-Skills Program.
Echols, Ivor J.; Suerken, Ernst H.
United Presbyterian Church in the U.S.A., Atlanta, Ga. Board
of National Missions.
Sponsoring Agency: Rockefeller Foundation, New York, N.Y.;
Southern Education Foundation, Atlanta, Ga.
Publ. Date: 10 Jun 67 Note: 16p.

Descriptors: *College Preparation/ Enrichment Programs/
*Minority Group Children/ Reading Instruction/ *Rural Youth/
School Administration/ *Secondary School Students/ Special
Programs/ *Summer Programs/ Teacher Workshops

The Summer Study-Skills Program (SSSP) described in this report is sponsored by the Educational Counseling Service of the Board of National Missions, United Presbyterian Church. Under the SSSP, tenth-grade minority youth from small towns or rural areas of the southeastern and southwestern United States who are educationally disadvantaged but are ranked high according to the norms of their communities are given a structured 6-week basic curriculum of mathematics, communications, and reading. This curriculum is designed to prepare participating students for academic success in their remaining years of high school and in college. It is reported that of the more than 400 students who have taken part in the program, 85% are accounted for and have performed well in college. Along with the discussion of the 1967 SSSP--in terms of teaching goals, student life during the session, and financial support for the project--the report describes 2 other SSSP programs: the 1967 Reading Workshop for elementary teachers and the 1967 Administrators Workshop. (TL)

164 ED036251 HE001291

The Relevancy of Graduate Education.
Hartshorn, H. Hadley
Council of Graduate Schools in the U.S., Washington, D.C.
Publ. Date: 4 Dec 69 Note: 7p.; Address to the Ninth Annual
Meeting of the Council of Graduate Schools in the U.S.,
Washington D.C., Dec 4-6, 1969

Descriptors: *Compensatory Education Programs/ Curriculum
Development/ *Disadvantaged Youth/ Educational Change/
*Graduate Study/ *Higher Education/ *Relevance (Education)/
Social Responsibility

The role of the graduate school in the education of the disadvantaged graduate student and in the solution of domestic problems are among the most important issues facing graduate education. Undergraduate institutions must devote increasingly greater portions of their time, facilities and personnel to alleviating educational deficiencies resulting from inadequate preparation of students. It is the responsibility of the graduate school to develop and implement programs to bring disadvantaged students into the intellectual and technological mainstream of society. The graduate school must become involved in applied education, i.e., in establishing specific machinery, including special departments, to study and propose solutions for socioeconomic problems of ethnic groups. Graduate education must address itself to the needs of academically disenfranchised students and to social problems. (AF)

165

ED035787 AA000490

Higher Education Opportunities for High-Risk Disadvantaged Students: A Review of the Literature.

Monlouis, Wilma D.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Feb 70 Note: 4p.; Paper appearing in Currents '70: n1 Feb 1970

Descriptors: *Compensatory Education Programs/ *Disadvantaged Youth/ *Educationally Disadvantaged/ Financial Support/ *Higher Education/ Programs/ *Students

The programs described in the documents chosen for this review might provide some answers for colleges and universities interested in establishing, or already conducting, programs for high-risk disadvantaged students. The success of these programs indicates that institutions are able to extend their educational services to high-risk students and maintain or raise their academic standards. The review describes pre-college preparatory programs, college and university programs, graduate programs, and methods of obtaining financial support for recruiting disadvantaged students and establishing viable compensatory programs. Information consistently lacking in the literature is identified. Most of the reports cited are available from the ERIC Document Reproduction Service. (JS)

166

ED035705 UD009497

Why Do Teenagers Go to College? College Discovery and Development Program. Research Report.

Brody, Lawrence; Marin, Genaro

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.: ORE-68-11

Publ. Date: Jul 68 Note: 20p.

Descriptors: *Academic Aspiration/ *College Bound Students/ *Disadvantaged Youth/ Dropouts/ *Motivation/ Negro Students/ Personal Interests/ Self Concept

Identifiers: CDDP/ College Discovery and Development Program/ *New York City

Results of this study which attempted to determine the main forces which strengthen or weaken college aspirations of students from disadvantaged backgrounds showed that the parents, guidance counselor and teacher were the strongest personal influences. Circumstances more than people tend to lessen the aspirations of the teenagers studied, who were chosen from a college-bound program in New York City. The three chief circumstances were lack of money, fear of failure, and not strong enough motivation. The two main reasons for going to college were relevant to the improvement of their self image and a pragmatic orientation toward a career. Charts are included. (KG)

167 ED034839 UD009609

Post Secondary Education and the Disadvantaged: A Policy Study.

Center for Policy Research, New York, N.Y.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-9-6019

Contract No.: OEC-3-9-180039-0034 (C99)

Publ. Date: 69 Note: 131p.

Descriptors: Annotated Bibliographies/ *Compensatory Education/ Cultural Pluralism/ *Disadvantaged Groups/ Graduate Study/ Minority Groups/ *Negro Education/ *Post Secondary Education/ *Program Evaluation/ Remedial Courses/ Research Utilization/ School Integration/ Supplementary Education/ Underachievers/ Undergraduate Study

This report, based on theoretical considerations as well as knowledge from cumulated sociological research in the field of compensatory education, is in three parts. Section I is a policy memorandum on Black studies focusing on: bridging education, undergraduate Black studies, and social centers, besides graduate programs and research specialization. The response of American colleges to the underprepared student is dealt with in Section II. Assessment of the clientele, supportive programs for the underprepared, and compensatory programs comprising remedial courses, pre-college programs, intensive programs, and motivation programs are discussed in this section. Section III consists of an annotated bibliography on pluralism and integration on white campuses categorized into: background analyses, either theoretical/philosophical or empirical in nature; materials concerned with the needs of minority students; proposals, designs or demands for programs; reports or statements of programs already in existence; and, assessment of established programs or program proposals and analyses of implications of Black studies. (RJ)

168 ED033993 UD009165

Advantages for the Disadvantaged: New Programs.

Brody, Lawrence

Publ. Date: Mar 69 Note: 19p.; Paper presented at Convention of the American College Personnel Association and American Personnel and Guidance Association (Las Vegas, Nev., March 1969).

HC Not Available from EDRS.

Descriptors: Academic Aspiration/ College High School Cooperation/ *College Preparation/ *College Programs/ Community Colleges/ *Compensatory Education Programs/ *Disadvantaged Youth/ High School Students/ Learning Motivation

Identifiers: *City University of New York (CUNY)

Programs conducted by the City University of New York (CUNY) for helping disadvantaged youth prepare for and succeed in college are described. An Urban Center program runs several projects, notably a College Adapter Program which helps high school students who are not qualified for college admission. The community colleges provide 2-year terminal courses with occupational specializations, and Search for Education, Evaluation and Knowledge (SEEK) offers counseling, remedial, and tutorial service and stipends for students of high native ability. The primary goals of the College Discovery and Developmental Program (CDDP) are (1) to identify ninth-grade students whose potential is suitable for higher education but whose school records indicate achievements too low for college competition, and (2) to increase academic motivation through a 3-year high school program. A CDDP bibliography is included. Not available in hard copy due to the marginal legibility of original document. (KG)

169 ED032588 CG004515

Transitional Year Program--LMXC (University of Missouri-Kansas City)

American Personnel and Guidance Association, Washington, D.C.
Publ. Date: 1 Apr 69 Note: 14p.; Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

Descriptors: *College Bound Students/ College Curriculum/ *College Freshmen/ *College Programs/ *Disadvantaged Youth/ Youth Opportunities/ Youth Problems/ *Youth Programs

In an effort to aid freshmen whose academic backgrounds were weaker than those of other freshmen, the College of the Arts and Sciences, University of Missouri, Kansas City, inaugurated a program called "The Transitional Year." This program was planned to minimize the difficulties encountered by freshmen during the transition from high school to college study. Participants in this program are chosen from three groups: (1) Upward Bound graduates, (2) newly admitted freshmen, and (3) students who had become ineligible as freshmen the previous year. The program includes: (1) counseling, mainly academic; (2) tutorial work, (3) special English courses concentrating on writing, (4) developmental reading and/or mathematics courses, and (5) financial assistance. Evaluation of the program provided the following results: (1) 46 per cent of the group achieved a "C" average, and (2) 54 per cent achieved a grade average above probationary status (1.50). Problems noted were: (1) hostility, feelings of inadequacy, and general confusion among students, and (2) little flexibility in the programs of the new students. Improvements planned included (1) expansion, (2) a pre-college summer program, and (3) an audio-tutorial center. (Author/KJ)

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ED032564 CG004358

Recruitment, Academic Support, Financial Aid, and Some Interrelated Considerations.

Wilson, Charles Z.
California Univ., Los Angeles.
Publ. Date: 69 Note: 10p.

Descriptors: *College Admission/ College Placement/ *College Programs/ *College Role/ *Minority Groups/ *Recruitment/ Student Participation/ Student Volunteers

This paper examines current program efforts at the University of California, Los Angeles, which are designed to meet the needs of minority students, particularly Negroes and Mexican-Americans. Recruitment of these groups, traditionally barred from regular college admission, has been pursued with the help of minority students who go into the community to provide a peer group setting in which to tell the story of the University. A High Potential Program, initiated with selected culturally-deprived freshmen on a ten-to-one student-teacher ratio, is designed to ease the students into regular University courses at a rate comfortable for each student. Financial assistance is provided to students, student aides, and recruiters. Programs of this nature point up the need for a different type of academic personnel--one who can establish deep and genuine relations with people. (CJ)

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E0031994 HE001044

New York College Bound Corporation and College Bound Program.
Annual Report 1967-1968.

New York City Board of Education, Brooklyn, N.Y.
Publ. Date: Apr 69 Note: 43p.

Descriptors: *College Bound Students/ *College High School
Cooperation/ College Preparation/ *Compensatory Education/
*Disadvantaged Youth/ *Educational Opportunities/ Higher
Education/ High School Students

The New York City Board of Education's College Bound Program was established in 1967 to prepare deprived high school students for eventual college entrance. By 1968 the program had enrolled 6,000 students from 26 high schools to receive special assistance in their academic work. Almost 100 nearby colleges and universities have worked closely with the high schools by providing tutorial help, pre-admission counseling, classroom assistance, and by conducting campus tours and other activities. The first class will be ready for admission into college in September, 1970. The New York College Bound Corporation (NYCBC) is a consortium of primarily northeastern colleges and universities, the New York City public school system, the New York and Brooklyn diocesan school systems, and Aspira, Inc. (in behalf of severely disadvantaged students). NYCBC's principal function is the placement of all successful graduates of the College Bound (CB) program in member institutions, all of which have agreed not only to admit CB students but to provide them with financial aid and supplementary counseling and/or instruction when necessary. This first annual report of the NYCBC and the CB program covers the activities of the 2 groups between 1967 and 1968. (WM)

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ED031993 HE001015

Higher Education for the Disadvantaged in New York State: A
Summary Report of Programs of Higher Education for the
Disadvantaged at Colleges and Universities in New York State.

Hood, Wenford L.

State Univ. of New York, Plattsburgh, Coll. at Plattsburgh.

Publ. Date: Jan 69 Note: 36p.

Descriptors: College Placement/ *College Preparation/
Compensatory Education/ *Disadvantaged Youth/ *Educational
Opportunities/ *Higher Education/ Remedial Programs/ *State
Colleges/ State Universities

Identifiers: *New York State

This survey was undertaken to determine what programs are needed for disadvantaged students at the college level, what programs are underway in New York State, and the primary considerations of persons and institutions operating such programs. Of 167 schools contacted, 86 of the 134 that responded had programs at pre-college or college levels. Roughly 64% of all colleges and universities in New York State operate programs for disadvantaged students, with state-affiliated schools involved almost twice as much as non-state affiliated institutions. Most of the programs are designed to help students find a place in a particular college program and, through guidance, financial aid, and counseling, to maximize the students' chances of college success. Other programs do not provide specific college-placement services, but emphasize remedial language-arts, mathematics, science, guidance, and counseling. Opinions concerning the development of new programs for the disadvantaged vary from those favoring improvement of existing programs to those urging an increase in the number of students currently being reached. The major sources of funds for the programs are the colleges and universities, and the federal and state governments. The report contains a list of colleges and universities in New York State with the name and/or type of program in progress, level of program (pre-college or college), and type of student (high risk, average, or better). (WM)