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ABSTRACT

Programs and projects receiving outside financial support at the General College, University of Minnesota, are described in several articles. In "Balancing Career Preparations and Liberal Learning: A Project Funded by the Northwest Area Foundation," Roger Larson describes the extension of General College courses and programs into the business community to serve both employees who did not attend or complete college and regular university students. In "Cooperative Education Helps Link Campus with the Community," Patrick Kroll discusses campus and community bonds that are formed through community internships. Jerry Freeman, in "The Help Center: Higher Education for Low-Income People," describes services offered to students who are both low-income and either a member of a racial minority group or academically disadvantaged. These include academic advising, financial and employment problem solving, and individual and family counseling. In "Act Together and University Day Community Programs for High-Risk Youths," Andrew Nelson discusses a partnership between South High School, Minneapolis, the University of Minnesota, local private businesses, youth service agencies, and the community to coordinate efforts to serve the needs of high-risk youth. Bruce Scheleske and Sharon Scheleske in "Upward Bound," explain the Upward Bound summer residential program of intensive classwork in English, reading, mathematics, and study skills. "The General College Retention Program," by Candido Zanoni, describes efforts to improve retention of Asian/Pacific students. Finally, in "TRIO/Special Services," Thomas Skovholt briefly addresses a project designed to improve the academic performance of economically, educationally, or physically disadvantaged freshmen. (SW)

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GENERAL COLLEGE PROGRAMS AND PROJECTS RECEIVING OUTSIDE FINANCIAL SUPPORT

Roger Larson, Patrick Kroll, Jerry Freeman,
Andrew Nelson, Bruce and Sharon Scheleske,
Candido Zanoni and Thomas Skovholt

The General College has a tradition of responding to the changing educational needs of the metropolitan and outstate Minnesota community through the development of programs for students with special needs. This task has become increasingly difficult over the past 10 years as the University's budget has failed to keep pace with student's needs. Therefore, General College faculty and staff have attempted to identify outside sources of funding available for programs for students with special needs.

This year the College is receiving more private, county, federal and special state funding than ever before ($710,610). This edition of Newsletter contains seven companion articles written by the GC faculty and staff who coordinate programs receiving outside funding: 1) Roger Larson on the Northwest Area Foundation project, 2) Patrick Kroll on the Cooperative Education program, 3) Jerry Freeman on the HELP Center, 4) Andrew Nelson on the Act Together and the University Day Community programs, 5) Bruce and Sharon Scheleske on the Upward Bound program, 6) Candido Zanoni on the General College retention program, and 7) Thomas Skovholt on the TRIO Special Services program.

Balancing Career Preparations and Liberal Learning

A Project Funded by the
Northwest Area Foundation

by

Roger Larson

BACKGROUND AND PROJECT OBJECTIVES

In 1979, the General College was awarded a $50,000 two-year grant by the Northwest Area Foundation to participate in a project aimed at exploring ways of integrating career preparation and liberal learning. Several midwestern colleges were involved in the project, receiving various amounts of money from the Foundation and approaching the project theme in a variety of ways. Briefly stated, the funds granted to the General College were to be used to extend General College courses and programs into the business community, in expectation of achieving the following objectives:

--to offer an opportunity to educationally by-passed individuals, those who entered the work force immediately out of high school or whose higher education was interrupted before completion;

--to demonstrate that career-oriented courses can be effectively balanced with the general education program;

--to bring regular University students and fully employed individuals together in the same learning environment;

--to offer college-credit courses at the business site, both for the convenience of the employees, and to take advantage of the resources that the firms can provide for enriching the courses.

It was anticipated that both the students and the institutions involved would benefit from the project. University students would share an educational experience with students from different background and with different patterns of occupational and educational experience, and have an opportunity to relate traditional college coursework to the work environment. Student-employees would have an opportunity to become involved in a formal education program, to experience success, and to develop an awareness of the relationship of college courses to on-the-job activities. By working together in planning and conducting the project,

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the business firms and the General College of the University would become more familiar with the other's educational purposes and programs, hopefully leading to closer cooperation and the development of other joint educational undertaking.

CURRICULUM

There was no predetermined curriculum. Rather, course offerings were determined jointly by officials of the cooperating firms and the General College project director. Whenever possible, in keeping with the theme of the project, career-oriented and general education courses were offered in pairs. All courses were regular General College courses taught by regular General College faculty. Courses were sometimes slightly modified to serve the specific needs of the business firms and the background and interests of the students.

The table on the following page indentifies the companies involved in the project, courses offered, and enrollment figures. In total, 15 courses were offered at three different Twin City firms, involving 235 registered students. Despite strong efforts, however, the desired balance between general education and career-oriented courses was difficult to achieve, since the employees were primarily interested in courses that would improve their job skills or aid them in being promoted to positions of greater responsibility. In many cases tuition reimbursement for employees was contingent upon taking job-related courses. Progress was made, however. During the second year of the project courses in psychology, general math, and non-business-related communications were offered, and the firms all expressed a desire to broaden the range of offerings.

During the second year of the project permission was received to use a small amount of the grant funds for developing an experimental course in human relations for both General College students and correctional officers. The course, designed to be part of the certification program of POST (Peace Officer Standards and Training Board), was developed Winter quarter, 1981 and offered experimentally the following spring. Because of its different nature, that course was not included in the table. Ms. Geri Evans coordinated that project.

OUTCOMES AND BENEFITS

Participating instructors were asked to prepare reports summarizing their reactions to the project. Students completed end-of-course questionnaires and company officials were queried regularly throughtout the project. Following are synopses of the reactions of instructors, students and company officials, together with a summary of some more serendipitous outcomes.

Reactions of Instructors

All of the instructors involved in the project seemed to enjoy their experience. They were invited to participate because of their interest in the project, their adaptability, and their knowledge of the General College and the University of Minnesota. They found the classroom facilities excellent and firms cooperative in every respect. Modifications in course

COMPANIES, COURSES, ENROLLMENTS

FIRM	COURSES	QUARTER	ENROLLMENT	
Control Data	Male/Female Communication	Spring '80	24	
	Minority Group Dynamics	Spring '80	20	
	Male/Female Communication	Spring '81	30	
				Subtotal 74
Land-O-Lakes	Communication Skills: Fundamentals of Usage	Spring '80	15	
	Intro to Data Processing	Spring '80	12	
	Intro to Modern Business I	Fall '80	12	
	Interpersonal Communication	Fall '80	15	
	Intro to Modern Business II	Winter '81	16	
	Accounting Fundamentals	Spring '81	18	
				Subtotal 88
Western Electric	Intro to Modern Business I	Fall '80	19	
	Functional Communication: Business Writing	Fall '80	12	
	Intro to Modern Business II	Winter '81	12	
	Oral Communication	Winter '81	7	
	Applied Psychology	Spring '81	11	
	Intro to Data Processing	Spring '81	12	
				Subtotal 73
			TOTAL 235	

content and instructional method were made to accommodate the different student population and to utilize the personnel and resources available on the company premises. For example, David Giese, who taught the data processing course, was able to make use of a "real" computer room, so that in addition to hearing about new data processing technology, students were able to actually see it in operation. Several of the instructors were assisted by resource people from within the firm. Patrick Kroll, who taught an introductory business course, was able to have officials from the marketing, comptrolling and production departments as guest speakers when those topics were studied. Jill Gidmark, who taught the writing courses at Land-O-Lakes, used examples of company memos and reports in organizing her courses and centered class discussion around the writing problems that students encountered during the work week.

Instructors also commented on the enrichment effects of having mature students with varied business experiences participating in class discussion. In some cases, however, the dynamics of the in-house student body were inhibiting. For instance, Sue Voroba, who taught a speech class, observed significant tension on the part of students whose bosses were also in the class. Interestingly, bosses also displayed anxiety about their performance in front of employees. While there was early hesitancy about critiqueing each other, by midway in the quarter everybody seemed to relax and offer comments freely. Instructors learned from the experiment also. Their comments seemed to indicate that teaching in a new environment with different types of students was a stimulating and refreshing experience, something vital for all teachers.

Low enrollment in some classes tended to negatively affect the learning atmosphere. All of the classes had a discussion/participation format which works best when classes are not too small. In terms of achievement, students performed at a level comparable or somewhat better than that of regularly enrolled students. Also, retention was extremely high. All-in-all, the instructors seemed enthusiastic about their experiences and all of them expressed interest in continuing to participate in the project.

Student Reactions

The following statistics provide a brief profile of the student population:

-approximately 85% of the enrollees were employees of the firm and 15% were regularly enrolled University students;

-of the employed group 80% were classified "non-exempt" whereas 20% were "exempt";

-of the employed group 4% had been employed in the firm for less than one year; 48% had been employed from one to three years; 32% had been employed from four to ten years; and 16% had been employed for more than 10 years.

All enrollees were asked to complete a brief reaction form at the end of each course. Since one of the project objectives was to provide an easy

opportunity for employed individuals to start or resume college courses, it was satisfying to find that 73% of the enrollees would not have taken the course had it not been offered at the company site. As to why they took the courses, their responses can be grouped generally as follows:

- interest in subject matter..... 47%
- personal enrichment..... 19%
- Enhance job performance or possibility of promotion..... 18%
- credits toward degree..... 14%
- refresh academic skills..... 2%

In terms of how well the course fulfilled their objectives, 78% said "well" or "very well"; 15% said "somewhat well"; and 7% said "not very well" or "not at all."

Seventy-nine percent of the employed students said that they thought the course had helped or will help them in their present job. Seventeen percent did not feel that it would be of any help in their present job, and four percent did not respond to the question.

In general, students enjoyed and felt they benefitted from the courses. Unsolicited comments on the reaction forms were very favorable as have been informal comments to instructors and company officials responsible for coordinating the project. Several students took every course that was offered at their firm. There was always interest and lively discussion about what courses should be offered in succeeding quarters. However, despite a nucleus of enthusiastic participants, it seemed difficult to achieve growth in enrollments. Company officials tried hard; they publicized the courses, held informational meetings, and surveyed employees to try to determine appropriate offerings. Informational sessions were held prior to starting of the course so that students could meet the instructors and get information about the courses, registration procedures, cost of textbooks, etc. Though indications of interest were strong, actual enrollments were invariably less than expectations. This concerned the regular core of participants since they did not want to see the program cease. To increase enrollments and keep the project going, both Land-O-Lakes and Western Electric are encouraging companies in the same geographical area to jointly sponsor courses.

Reaction of Company Officials

Enthusiastic support and cooperation was received from officials in all of the firms involved in the project. This is best evidenced by the fact that the firms wish to and are continuing the cooperative arrangements developed during the term of the grant. Arrangements were complicated somewhat by personnel changes at all three of the firms. It seemed that whenever a comfortable relationship was established with the key person

in the firm, that person was replaced by somebody new. While there was never any friction, there was some discontinuity.

Companies appear earnestly committed to providing educational opportunities for their employees. Both Western Electric and Land-O-Lakes wanted to discuss the feasibility of integrating components of their in-service education with courses or parts of courses offered by the General College. In a sense this was done with Control Data through the use of their Plato materials. Not a new concept, this kind of integration has frequently been applied to programs for upper management personnel but rarely to employees in clerical, production, or mid-management positions. This possibility should be further pursued.

Other Outcomes

Experiences gained in this project have resulted in a number of professional and scholarly activities by General College faculty members. Professor Jill Gidmark delivered a paper at the National College English Association Conference in Cherry Hill, New Jersey entitled "Extension Teaching: On Site." In addition Professor Gidmark's article entitled "Mixing Business with Academics: Another Breed of Cooperation" was published in September, 1981 American Business Communication Association Bulletin. In May, 1981 Professor Fred Amram who designed, coordinated, and taught the Male/Female Communication courses at Control Data Corporation utilizing Plato materials presented a workshop at the International Communications Association Conference held in Minneapolis. The workshop grew out of his experiences in the Control Data project. He was assisted both in the course and in the workshop by Ms. Sue Berg, a Control Data Corporation personnel department employee.

Professors Amram, Giese, and Gidmark, all participants in the General College-Northwest Area Foundation project, were presenters at the 1981 Association for General Liberal Studies (AGLS) Conference in Rochester, New York. Their individual talks were provocative; "Tough Talk, Dirty Talk and Whimpering: A Male/Female Communication Course" by Fred Amram; "Data Processing: Vocation or General Education" by David Giese; and "Commas at the Creamery: Teaching Grammar on Site" by Jill Gidmark.

Professor William Hathaway of the General College, who wrote the grant proposal which has been funded by the Northwest Area Foundation, has applied to be a participant in the Eighth International Conference on Improving University Teaching to be held this summer in West Berlin. He intends to report on the grant project.

Evaluation

The evaluation of this project was qualitative rather than quantitative and was a continuing process throughout the term of the project. Dr. Wayne Little, Associate Dean of the School of Business of Saint Cloud State University, served as an outside consultant and evaluator and worked with us throughout in modifying the design and assessing results. Reports were

regularly prepared and submitted to the Northwest Area Foundation apprising them of our progress. The Northwest Area Foundation evaluating team made one on-site visit and conferred with all principal participants. The project director attended two, two-day workshops with directors of related projects to exchange ideas and share results.

On balance we feel that the project was successful. Our objectives in undertaking this grant project were to reach educationally bypassed individuals by extending General College courses and programs to the business community; to combine career-related and general education offerings; to bring full-time employees together in the classroom; and to utilize the physical and human resources of business firms to enhance the learning process. As this report indicates, some of these objectives have been well met; others less so. Certainly, many individuals started or resumed educational programs who otherwise might not have done so. Collateral benefits were also realized, such as generating faculty enthusiasm for new instructional approaches and scholarly activities.

Probably of most significance is that we developed some strategies and procedures for working cooperatively with the business community, and we hope to continue and expand on the programs that were initiated as a result of the Northwest Area Foundation grant.

Cooperative Education Helps Link Campus with the Community

by

Patrick Kroll

Introduction

The requirement of retrenchment concern faculty involved in occupational/experiential learning programs. These programs may appear to some to be particularly susceptible to budget cuts since they appear "expensive." The student-to-teacher ratio in occupational programs, for example, often is not as high as the ratio is in more traditional general/liberal arts classes. Also, faculty invest considerable time in internship site development, and treks into the community to meet corporate representatives willing to hire and mentor student employees. A more complete assessment and faculty review of the merits of occupational/experiential education requires going beyond the obvious calculation of numbers of students in the program.

Background of Cooperative Education in General College

Cooperative education was launched in General College in the fall of 1977 with financial help from a federal grant. It has served over 500 students since the first quarter when a mere handful of students enrolled. The title suggests the structure and function of cooperative education: Off-campus employers and campus faculty combining their supervisory and tutorial talents to provide students with a hands-on learning experience. When students register for Co-op, they commit themselves, not simply to a twenty-hour per week work arrangement, but also to faculty-monitored on-campus responsibilities including weekly seminars and written assignments. Thus, in addition to working in a career-oriented job under the tutelage of a business mentor, the Co-op students also participate regularly in more traditional academic learning exercises.

The educational philosophy by which Co-op is guided has been labeled experiential learning, and is characterized ideally as having four stages. First, the student "experiences" concrete work events such as selling or not selling a refrigerator, balancing a set of books, or attempting to settle an employee conflict. These experiences are followed by observation by the student which entails recording perceptions of what actually happened. This recording may be a mental replay or an actual paper-pencil exercise. Two other experiential steps follow: reflection and reexamination.

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The on-campus seminar is particularly useful in facilitating the reflecting and reexaming phases of experiential learning. Classmates and the teacher are helpful "mirrors" for each other in exploring why a success or failure occurred. Through reflecting, the student learns what circumstances might have contributed to the success or failure of the new experience. Finally, in reexamining the experience, the student is encouraged to generalize what he might have learned from an experience, suggest how such learning might be transferred to other situations and, in the case of advanced thinkers, encourage theorizing new ideas. Not all seminars are this orderly in processing of experiential learning, nor is learning always as evident as one might hope.

Benefits of the Cooperative Program

Over 500 students have been served in community-based internships since the program was begun in the fall of 1977, and the awards of over $50,000 in federal monies is dutifully recorded in our own ledger. However, it is not only numbers that count when evaluations are to be done. What may be even more important than numbers of graduates from a particular occupational/experiential program is the role these programs play in linking the University and the community.

Better understanding and improved mutual respect between campus and community is as crucial today as it was in the past. Outside references to the University as an "ivory tower" are still made, and this is an unfortunate gross over generalization of the University. In turn, it is not unusual to hear faculty speak of the students' impending awakenings when they move into the "real" world of work or life. Though these examples may be simplistic, they are symbolic of the gaps in understanding between campus and community. Cooperative education through its involvement in and use of the community and community personnel has made important new links of understanding, particularly with the business community.

Co-op Links Campus With Community

How do campus sponsored community internships link campus and community? In the process of establishing and maintaining off-campus learning opportunities special bonds must be formed:

1. Faculty must meet their professional counterparts in the community setting when exploring new learning opportunities, whether it be for business, the arts or human services. This faculty involvement and visibility helps the campus shed its "isolated ivory tower" image.

2. "Real world" issues and problems are viewed firsthand when faculty go into the various communities seeking new learning opportunities for students. With new perspectives on the employment world, faculty redesign experiential learning strategies, and they also are influenced to improve their curriculum on campus. New courses are developed; old ones modified to better prepare students for life and work.

3. Educational partnerships are formed between campus faculty and their professional colleagues in the field. Student learning contracts, for example, are reviewed and improved through the help of the site mentor/supervisor. Throughout the internship, students work, are tutored, evaluated, and informed about their performance by the mentor/supervisor.

4. Community professionals become more active in campus affairs through college sponsored internships and other experiential learning programs. For example, each program typically uses an advisory board comprised of students, faculty and community representatives. Meeting on campus once a month, the community representatives become active in recommending policies and procedures regarding the programs that are serving their cooperative settings. Furthermore, once familiar with the campus, these community professionals are more likely to use the university, its libraries, museums, and recreational facilities while developing working relationships with faculty.

5. New populations seem more likely to enter higher education in non-threatening ways when, for example, field experience learning programs sponsor career exploration opportunities, self-development opportunities. Older returning students can use Co-op internships, for example, in their first year, and successful work experiences go a long way in building confidence in these returning older students.

6. Currently-served student populations are better served when learning opportunities are moved into the community. For example, a marketing student gains considerable additional insight into marketing research by working for Twin Cities Interviewing, a company that does grass roots data gathering on customer preferences.

7. New directions in off-campus learning are often advocated, planned and implemented by the faculty who have been active in off-campus experiential learning. When General College obtained the Northwest Foundation Grant, for example, it was helpful to the College's grant coordinator to rely on professors with community-based teaching experiences as he planned program strategies.

8. Graduates of occupational programs often are placed in the same organization in which they performed an internship. In other words, both student and employer use the internship as a testing period to determine if a more permanent commitment would be mutually beneficial. Substantial job placement of General College students is achieved through the occupational/experiential programs. Hence, the link between students who graduate and are successfully placed is a very important one. Also, alumni become new sources of help for future General College students seeking internships.

There are additional examples of how Co-op education and other occupational/ experiential programs provide a link between campus and community. However, rather than exhausting the list, it seems timely to remind the faculty that program evaluation and recommendations about whether and how to retrench are decisions that should not be made solely on the basis of how many students enroll in the program.

Evaluation Performed

Does the cooperative education program fit the philosophy of General College and meet student needs? Yes, in both cases. Co-op internships are open to both occupationally-focused certificate students as well as generalists who may need an internship to explore a potential career and/ or develop self-confidence through controlled growth opportunities on the job. Developing winning, not losing experiences in work may also serve to encourage students to continue their college education. This retention issue is one worthy of closer scrutiny--a research project on the drawing board.

In 1980, a thorough formative evaluation was conducted by an outside evaluation team headed by Dr. Robert Stake, University of Illinois. After a two-day review, including interviews with faculty, administrators, students and Co-op teachers, Stake concludes: "The team found that the aims of the program were being vigorously and successfully met."

THE HELP CENTER: HIGHER EDUCATION FOR LOW-INCOME PEOPLE

by

Jerry Freeman

As its name implies, the HELP Center provides supportive services to low-income students attending or planning to attend the University of Minnesota. Most of the students we serve come to us in one of three ways: through certification by the Office of Minority and Special Student Affairs (OMSSA), through referral from Hennepin and Ramsey County Welfare Departments, and by self-identification during registration/orientation procedures in the General College. In addition, students may be referred to us by other community agencies, University programs, individual faculty members or other counselors. To be eligible for HELP services, a student must be both low-income and either a member of a racial minority or academically disadvantaged. The terms "low-income" and "academic disadvantage" are specifically defined in "Eligibility Criteria for HELP Center Services." Although the majority of HELP Center students are enrolled in the General College, there are numerous exceptions. Public assistance recipients served by the Center attend nearly every college in the University system; General College students who transfer to other units frequently continue to work with HELP counselors with whom they have established supportive relationships; and over one hundred low-income Continuing Education and Extension students receive advising and financial assistance from the HELP Center each quarter.

The HELP Center provides a variety of services which have evolved from over a decade of experience to meet the special needs of nontraditional student populations. During the 1980-81 academic year, the Center's receptionists responded to nearly 14,000 incoming calls. HELP staff recorded over 26,000 contacts with students (70%), faculty, staff and community agency personnel. Approximately 40% of these contacts concerned academic advising, registration and program planning; 15% involved financial and employment problems; and 11% were for the purpose of providing individual and/or family counseling. These three areas of service are often intertwined. For example, a meeting between counselor and student might begin by planning next quarter's registration, shift to a discussion of financial problems which may interfere with the student's academic progress, and ultimately lead the student toward greater insight into his/her personal values and their effect on financial choices. The HELP Center's eleven Counselor/Advocates address the wide range of personal and social problems which may impede academic progress, helping resolve these problems directly when possible and making referrals when necessary, always seeking a reasonable and appropriate balance of individual adjustment to the institution (counseling) and institutional adjustment to the individual (advocacy). This is the major thrust of HELP services. It requires a holistic approach to educational counseling which sees each student's intellectual development in the context of his/her emotional

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maturity, physical health, interpersonal skills, family relationships and spiritual needs. The principal specialization required of HELP staff is an experiential (not merely textbook) familiarity with the life circumstances of nontraditional student populations, enabling them to provide skills, resources, and an empathy not commonly found in counseling programs developed with the traditional college student's needs in mind.

The Center provides other services essential to the academic success of nontraditional students. A full-time attorney specializing in poverty law is available to handle legal problems which, if not resolved quickly with professional guidance, may force the student to discontinue his/her education. A welfare advocate is on staff to assist with welfare-related issues, day care, public housing and other problems requiring expertise in policy analysis and client advocacy. Each year twenty to thirty HELP Center students are employed as peer advisors; they are available at the Center to help fellow students with problems ranging from finding campus buildings to completing financial aid forms. Tutoring is provided by referral when possible and by the HELP Center's own tutors when necessary. Individual staff expertise in career development, chemical dependency, ethnic-specific services and cultural resources, employment opportunities, academic disciplines is accessible to all HELP students. Student groups focusing on such subjects as parenting, male-female communication, resume writing and job seeking meet regularly at the Center.

HELP staff maintain an intricate network of contacts on and off campus which facilitates student access to available resources. These liaisons with General College faculty and staff, counselors and advisors in other colleges, OMSSA and Learning/Resource Center staff, financial aid counselors Extension counselors, Counseling Bureau personnel, welfare caseworkers, day care providers, community centers, halfway houses, group homes, correctional facilities, high school guidance counselors and other professionals in education and human services make effective referral possible when a student's needs cannot be met directly by the HELP Center. In addition, all HELP Center staff participate on General College committees, University task forces and advisory bodies, or community organizations with direct bearing on the Center's mission, In so doing, they represent the interests and concerns of nontraditional students in the decision-making process while keeping themselves and the Center abreast of community and institutional developments.

As student advocates, HELP staff seek to change institutional policies or practices which, by intent or by oversight, are contrary to the interests of nontraditional populations. When a lack of familiarity with these students' circumstances occasions a practice which may jeopardize equal access to higher education, bringing these adverse consequences to the attention of those in authority often helps individual students survive while increasing the institution's capacity to accommodate human diversity.

Most HELP Center Counselor/Advocates and many peer advisors are participants in General College's special student retention programs (PEP and TRIO) as advisers, counselors and instructors of Survival Seminars. During the 1980-81 academic year, ten HELP counselors taught twelve sections of

GC 1702/03/04. These seminars and the "packages" of which they are a part have made possible a more effective integration of classroom instruction and support services than ever before, contributing to a significant improvement in the first-year retention of nontraditional students.

Finally, the HELP Center serves students by providing a friendly, relaxed environment where they can study, drink coffee, unwind, type, gripe, meet tutors, make friends and form peer groups. Students can usually, without the necessity of making advance appointments, find someone at the Center, staff or fellow student, who can help solve a vexing problem, or who will at least listen sympathetically. An informal, person-centered atmosphere where one is more than an ID number or an occupant of a lecture hall seat is essential to combat the alienation and loneliness which drives many students to abandon their studies and retreat to more friendly territory. HELP students have repeatedly emphasized the importance of this environmental dimension: "I feel comfortable at the Center. I don't have to take a number and sit in a waiting room. I know the people there care."

A state legislative special provides over eighty percent of the HELP Center's operating budget. General College contributes administrative support and funds for summer staffing needs. Federal TRIO funds make possible more intensive counseling activities for TRIO students. Several additional funding sources address special needs: a Title XX scholarship contract with Hennepin County for tuition and book expenses of "Non-WIN" students attending summer school; a Dayton-Hudson scholarship grant for educational expenses of single parents not covered by other financial aid; a Minneapolis Foundation grant to provide emergency assistance to low-income students; University Small Grants for student writing projects (PEP) and peer advisor training; and scholarship funds through Extension (Tuition Assistance Program) for low-income students.

Although the HELP Center serves low-income students from all units of the University, it is appropriate that General College provide its administrative "home." The Center's mission and the population it serves are closely related to the mission and student population of General College, making a cooperative association functional for all concerned. Norman Moen, in a previous General College Newsletter*, described the "essential purpose of General College" as service to "persons who are disadvantaged by traditional academic practices, or who would be excluded from higher education by conventional student selection/retention policies. General College student personnel services, courses, and programs are designed in light of the purposes of an extremely varied and highly non-traditional student body." William Hathaway describes the College's mission as "to supply innovative, non-traditional general education to non-traditional students coming form minority and other non-traditional student populations who other institutions generally fail to serve."** The HELP Center's definition of non-traditional" is somewhat more specific than as employed by Professors Moen and Hathaway; its emphasis on low-income and minority status more closely resembles the "nontraditional" definition adopted by the Office of Minority and Special Student Affairs, and more explicitly seeks to redress inequalities created by economic class barriers and racial discrimination.

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However, the population overlap is very significant and the philosophies congruent, with the result that the HELP Center can be of great service to the General College and the College of great service to the HELP Center. The College must provide both nontraditional instruction and nontraditional supportive services to its nontraditional students; the HELP Center, created as an alternative to traditional educational counseling programs, provides a wide range of innovative services to support the academic work of all General College students who are nontraditional by virtue of economic or ethnic status. The Center's services ultimately fail their purpose without understanding and cooperation from faculty and a creative, flexible approach to teaching, all of which are more prevalent in General College than elsewhere in the University system. Finally, the open admissions policy of General College makes it the entry point for most HELP Center students, and we want to be there with help when they enter to maximize their likelihood of successful completion. Working together, the HELP Center and the General College can enable the University of Minnesota to truly serve all people, not just the rich and the well-born, and insure that higher education continues to provide a means of upward socio-economic mobility for those who wish to pursue it.

ACT TOGETHER AND UNIVERSITY DAY COMMUNITY PROGRAMS FOR HIGH-RISK YOUTHS

by

Andrew Nelson

Program Purpose

1982-83 is the first year that the University Day Community will facilitate a partnership between South High School (a Minneapolis Public School), the University of Minnesota, local private businesses, youth service agencies, and the adjacent community. The purpose of these partnerships will be to coordinate efforts to comprehensively service the needs of high-risk youth. The program has been titled "Act Together".

The program will be designed to serve 200 to 250 female and male clients between the ages of 14 and 21. Most clients reside in the South High School district area, although other parts of Minneapolis and the suburbs will be served.

The South High School district has an intense concentration of high-risk youth. There is a school dropout rate of 33%. In addition, 25% of the households receive AFDC/welfare assistance, 32% of the parents are divorced, and 10% of the parents are deceased.

Data secured by the Minneapolis Police Department reveal 219 reports of crime committed by South High youth in 1980. Many of these incidents involved students currently attending or recently dropped out of school. Unless preventative interventions are implemented, the current trend of crime and other risk-indicating factors will continue to accelerate.

This area is characterized by under- and unemployed residents who must cope with deteriorated high-density housing.

Estimated racial composition of the area in 1980 is: Native American, 16%; Black, 5%; white, 79%; Spanish surname and other, 1%. The area has one of the largest concentrations of Native Americans in the nation. The depressed condition of the Native American group is demonstrated by the facts that 60% of the Native American heads of household are unemployed; median income is 45% less than the statewide median income; only 40% of Indian youth complete high school, compared with 90% of all Minnesota teenagers; absenteeism is significantly higher; median age at death is 25 years younger than that of Minnesota's white population; and 40% of Native Americans have serious chemical problems, compared with 8% of the state's general population.

Andrew Nelson is Coordinator of the Act Together and University Day Community Programs in the General College at the University of Minnesota.

Since 1980 there has been a large influx of Asian people to the area. Youths from these groups will be increasing the minority rank of high-risk youths because of language, cultural, and economic factors. Minority participation in the program is estimated at 40%.

The needs addressed by this project will be entry-level employment, in-school alternative education for basic skills, post-secondary education training and training assistance, outreach, advocacy, counseling, legal assistance, exposure to positive/productive leisure activities, in-school health and dental care, parent/family counseling, teenage parent education and day care, chemical management training, day treatment delinquency program, comprehensive monitoring of each individual through regular counseling, advocacy, and informational services.

To fulfill the needs of the project's participants, three major barriers must be overcome. First, the project must develop enough services to realistically fulfill the needs of its clients. The union of the University Day Community and South High School's high-risk youth programs will provide unique, strong, and credible partnership. Second, cooperative efforts between segmented services will provide an opportunity to concentrate on delivering the best comprehensive service to the participant youths. Linkages and support from previously autonomous projects must succeed for effective, comprehensive programing. Finally, community and business linkages that are primitive will require a unified public effort to be developed more fully. Developing employment opportunities for youths with local industries that are often victimized by high-risk youths will be challenging and beneficial. Equally challenging will be assisting high-risk youth to change behavior patterns despite older role models and community norms which continue to condone unproductive behaviors.

Present gaps and weaknessed to be overcome are

-- the fragmented service delivery that ignores the comprehensive needs of the individual and caused costly duplication of services;

-- a non-unified approach to local business and the community to address issues surrounding high-risk youths' employment and training needs;

-- lack of comprehensive service models that orchestrate efforts of the major institutions of education and high-risk youth services, private business, and community members;

-- the drain on financial resources due to the focusing on crisis intervention rather than prevention; and

-- lack of transitional programing to insure independence and main-streaming into the greater community after service completion.

Explanation of Local Rationale for a Comprehensive Program

A large array of single-purpose services has been available in the Minneapolis - St. Paul area. This specialty service approach is expensive

and often ineffective since most high-risk youths have more than one area of need. Consequently, agencies have duplicated each others' services, or have been unable to afford all areas of service, thereby leaving clients with needs unmet. A comprehensive, least restrictive, cost effective service model blending employment, education, and flexible individualized programming and special services will be a partial solution to the problems of high-risk youth in our community.

Nearly all high-risk youth service agencies are located in facilities other than school buildings, yet the local public school is the common institutional entity in the natural community environment for developing youth. Since the main activity of most youth is school oriented, the local public school is an essential partner in meeting the multiple needs of high-risk youth. Most high-risk youths are experiencing difficulty in mainstream education and need an imaginative, individualized approach to be successful at being mainstreamed.

Often young people have difficulty in their transition to adulthood which can lead to financial dependence on community support institutions. Practical and permanent employment is a primary, if not the primary, need of high-risk youth. Consequently, local businesses and public employment agencies will be engaged as the second essential partner in our model. The special needs of individuals in the high-risk category range from family counseling for being abused and neglected to daycare for teenage parents, from appropriate risk-taking skills for offenders to chemical management training for drug abusers. To fulfill these varied needs, the third and final essential partner, a consortium of interdependent, separately financed service agencies, will be assembled.

The coordination of these partnerships will be facilitated by the University of Minnesota Day Community housed in South High School.

Delivery of this service will

1) help reduce the cost of service duplication;

2) provide a catalyst for cooperation between service providers;

3) prevent clients' needs from being unmet by the present fragmented system;

4) develop a sense of responsiblity for fulfilling all of the needs of the individual;

5) assist in local private business' involvement through a consolidation of efforts rather than a variety of contacts;

6) stimulate other community efforts to replicate the cooperative comprehensive programing model; and

7) prevent long-term institutional dependency and the consequences suffered by not serving high-risk youths.

Description of Approach to Combining and Coordinating Local Resources to Provide Comprehensive Services

The University Day Community, a comprehensive adolescent day treatment service program of the University of Minnesota, and South High School, a Minneapolis Public School located in the heart of Minneapolis' high-risk youth area, are beginning a cooperative community relationship. Funds have been granted and arrangements are being made to move the University Day Community activities to South High School. Once there, the extensive high-risk youth service resources of South High School will be linked with the University Day Community Program. Thus the major post-secondary educational institution in the area will be integrated with the public school system to provide services for high-risk youth in the area. Total committed resources for this cooperative program will include:

-- a day treatment program for court-ordered adolescents (local county funding)

-- a work-study program for dropouts and potential dropouts (Title IV-C, CETA, State Special Education, private foundation funding)

-- a teenage parent program (Social Security and Title XX, Special Education funding)

-- School Within a School to provide alternative education experiences

-- program for gifted and talented youth

-- Indian Upward Bound outreach worker (federal funding)

-- Upward Bound outreach worker (federal funding)

-- health and dental services (University funding)

-- physical facilities.

Concentrated efforts will be needed in two areas to insure success. 1) Individual components will be tied into one single program. Act Together funds will be used in combination with Minneapolis Public School and University of MInnesota resources in the General College to develop initial strategies. Linkages will be maintained after the demonstration period through cooperation between the University and the Minneapolis Public Schools from funding by public and private monies solicited during the demonstration term. Emphasis will be on how the specialized services can reach youth in need of these services in a productive, cost effective manner.

2) A practical long-term employment component will be developed to serve all clients of the project. Current resources are

-- a career resource library and computer in the General College

-- two CETA-funded summer work coordinators

-- one and one-half education work experience coordinators (federal and local funding)

To fill the great need for employment placement, vocational training/ career exploration, and jobs development, Act-Together-funded efforts will be used to (1) link private businesses and the employment they can offer to high risk youth, (2) develop usage of career centers for career exploration and development, and (3) develop relationships with local vocational training and post-secondary educational facilities for training of high-risk youth.

After initial contacts and relationships are established, the continued maintenance of employment efforts will be funded by local private and public monies. Continual efforts to involve private business in providing actual employment will be emphasized.

The major impact of the services provided will be to alter the long-term drain that high-risk youth often place on a community. The intent of the proposed comprehensive program is to assist high-risk youth to develop employable, productive, independent behaviors so that these youth become assets rather than liabilities to their community.

Planning the Act Together proposal has already elicited cooperative communication between many institutions, local agencies, and private businesses. The resources committed to this project are in addition to the direct dollar-for-dollar matched total $403,910. Others stating their interest and intent to commit resources include the City of Minneapolis (through the Office of the Mayor), state and local CETA sponsors, the Hubbard Foundation, General Mills, Control Data, and 4-H.

Since 1977, the Day Community has served a population of adjudicated adolescents referred by Hennepin County Court Services and, occasionally, by Ramsey County Court Services. Although referred by the court system, many of the client/students have had previous experience as clients with community mental health and social services. The Day Community was developed because of a need for a comprehensive program to serve adolescents in their natural environment, which is less restrictive than institutionalized residential treatment programs. Local agencies continually consult with the University Day Community about innovative techniques in programming and evaluation for high-risk youth. Several funding agencies have been and are committed to the Program's efforts. Included are Hennepin County Court Services, Hennepin County Community Services, the U. S. Department of Agriculture, Minnesota State Special Education, Minneapolis Public Schools, the General College at the University of Minnesota, Ted Lalor Merit Scholarship Fund, State and Federal Work-Study, and the Alcohol and Other Drug Abuse Program Evaluation Fund. A comprehensive service for a limited number of juvenile offenders, the neglected and abused and emotionally and behaviorally disturbed youth continues to fuction successfully through the University Day Community program. The comprehensive service model and the resources of the University Day Community program. The comprehensive service model and the resources of the University Day Community will be joined by a complementary group of diverse program services for high-risk youth at South High School.

Since 1978, South High School and its area residents have come together to attack the area's problems of youth alienation and disaffection. Rallying around the belief that no student is expendable, a comprehensive effort was made to realign resources within the school and expand a broad-based partnership between school and the community. The joint venture with the University Day Community is an expansion of that process. The services that would be contributed by South High School are a teenage parent program, a program for dropouts and potential dropouts that emphasizes employment, alternative school programing for 9th and 10th grade dropouts with an employment component, a high-potential (talented and gifted) program, and a health and dental care service.

Programs at South High are funded by CETA, Special Education (local and state), Title IV-C, Federal Vocational Aid, private foundations, social security, Tiltle XX, CETA, and local education monies. Additional services are contributed by Y.W.C.A., Parent Volunteers, the City/Southside Youth Division, University of Minnesota, Indian Health Board, Augsburg College, Pillsbury-Waite Community Center, and the Minneapolis Public Health Department.

Contracts for tentative sources of commitment to this program have been made with the City of Minneapolis, CETA sponsors, 4-H, Greater Lake Street Business Council, Indian Business Association, General Mills Corporation, Outward Bound, Control Data Corporation, Upward Bound, Indian Upward Bound, and the Northwest Foundation.

By combining two sources of services for high-risk youth of the magnitude of the University Day Community and South High School, a model partnership destined for national recognition could be realized.

Proposed key staff person would include the present Director of the University Day Community, who posesses 10 years of experience in direct and administrative service with high-risk youth, originally designed the Day Community Program, has authored all grants related to the University Day Community, and is the catalyst for the Act Together program; the Principal of South High School, who is a career educator, chairing the task force at South High School in the creation of its high-risk youth program; and the University Day Community and South High School Special Programs staffs, who possess extensive experience in program design, implementation, and evaluation related to high-risk youth. Both of these staffs are known throughout the community for their cooperative and resourceful dedication to fulfilling the needs of the community's youth.

To insure business and community support and guidance, an Advisory Board will be appointed. The Advisory Board will meet regularly to advise the progarm coordinators on the direction of the project. The Advisory Board will be comprised of local business persons, community leaders, parents, high-risk youths, educators, service providers, and experts in the field.

UPWARD BOUND

by

Bruce and Sharon Scheleske

Organization & Administration

College-capable underachievers, mostly from the Twin Cities area, have been candidates for the University of Minnesota's Upward Bound Program, housed within the General College. The program is a feeder to the General College, primarily, but students have other options available to them in the many other Colleges of the University. In addition, students are encouraged to attend other institutions of higher learning when appropriate.

Usually, the summer academic component of Project Upward Bound operates only during the first summer session, with students livingin a University dormitory (except during the Fourth of July holiday weekend), to offer them an environment that is reinforcing and different from their home routines. This reinforcing residential situation is very important to the personal development and motivation of the students.

During the past three summers, however, the usual summer program, now called "SessionI", was augmented by a second summer live-at-home component that lasted for three weeks.

Program Participants:

The University of Minnesota Upward Bound Program (UB) work with 75 low-income high school students from Minneapolis area high schools. 61.5% of the students are from families receiving public assistance. An adsitional 12% receive social security. 26.5% of the students are from low-income families. During an average year three-quarters of the Upward Bound students come from racial minority groups where in Minneapolis the need for compensatory education programs is the greatest: for example, the percentage of Minneapolis high school students who drop out exclusive of Black and Indian students is 16%. The drop out rate among Indian senior high students is 51%; among Black students, 29%. Only 12% of Indian students and 34% of Black students graduate on time compared to 65% of other student in the secondary system. In 1981, the University of Minnesota Upward Bound Program had 131 applicants for 32 openings.

Program Services:

To counter these historically low rates of high school graduation and even lower rates of matriculation into post-secondary education, Upward Bound provides a summer residential program of intensive classwork in English, reading, mathematics and college level study skills (note taking, exam preparation). All classes are designed as individual learning laboratories with education programs tailored to remediate students' diagnosed educational

Bruce and Sharon Scheleske are Co-Coordinators of the Upward Bound program in the General College at the University of Minnesota.

shortcomings. Other program services include personal, educational and career counseling; assistance with college selection, admission and financial aid applications; school year classes, tutoring and assistance with high school course selection; summer and school year field trips and motivational experiences to stimulate students to achieve personally, educationally and socially; and a "Bridge" program providing college classes and tutoring for UB students who have just completed high school and will be entering college in the fall.

Progress to Date

The University of Minnesota Upward Bound program has been in operation since 1965. Currently it is in the second year of a three year funding cycle. On the average 75% of Upward Bound students have graduated from high school and gone on to college or vocational school. This year we expect over 85% to graduate and at least 80% go on to college or vocational school. Furthermore, Upward Bound students nationally, and at the University of Minnesota, have demonstrated much more persistence in college and have higher retention rates than students without Upward Bound experience from similar economic and educational backgrounds.

Student Profile

Educationally, the students selected to participate in the University of Minnesota Upward Bound project can be described as coming from the high risk end of the population designated by many as educationally neglected and disadvantaged. There are a number of factors working to deprive these students of an opportunity to develop their educational potential. There are the constraints imposed by poverty and a welfare background. There is the alienation of belonging to ethinic minority in a majority culture educational system. There are the students' own behavior problems and emotional barriers to learning developed by repeated failures in an educational setting. There are lowered educational goals caused by counseling staff neglecting and underestimating low income students' potential to achieve. Finally, even for the inner city school student who does persever there are educational handicaps posed by attending understaffed and educationally non-competitive high schoold.

The educational restraints caused by poverty background are both physical and psychological. Physical in that these students are disproportionately grouped in neighborhoods with high crime, unemployment, divorce and illegitimacy rates. Approximately 62% of the students served by Upward Bound come from AFDC families or foster homes and an additional 12% receive Social Security payments. Those students whose families are not on welfare programs come from households whose annual income meet poverty criteria set forth in Upward Bound guidelines.

A second physical restraint is that Upward Bound students live in neighborhoods served by schools with below average achievement levels and above average numbers of underachievers and dropouts. Upward Bound has chosen to focus its efforts in three geographical areas within the Minneapolis Public School system; North, South and Southeast (served by Marshall-

University High School). West High School has been included as a target school since many Northside Upward Bound students utilize "urban transfers", a part of the Minneapolis School system desegregation program to attend West even though they may have been enrolled at North High when accepted into the Upward Bound program. Neither West or Marshall University High School seem to be as high priority for Upward Bound services as the two larger target schools, North and South High. Marshall-University's graduation and college entry levels are elevated over typical inner city schools due in large part to the school's location in the middle of the University of Minnesota community with a concomitantly large number of University staff children enrolled. However, given that Marshall-University also serves a large low-income housing project and is often selected by minority students as an urban transfer school there is a definite need for services to the school.

Psychological constraints on educational achievement include the students' own sometimes defensive behavior patterns and other emotional barriers to learning derived from past educational failures. These learned behaviors and attitudes preclude academic accomplishment in a typical high school setting. Their lack of success in school may lead to an educational self-concept that does not take into account their very real educational potentials and personal strengths. Lack of success in school eventually leads to irregular attendance and decreased achievement.

A second psychological aspect generated by the family social status and poverty background of these students is the lowering of goals consonant with what the students view as vocationally and educationally realistic. Careers requiring college or post secondary training are not seen as realistic goals.

In tandem with the students' lowered goals are the tendencies of counselors and social service workers to view this type of underachiever as lacking the potential to succeed in college. The staff's lowered expectations results in underpreparation as students are not encouraged to take college preparatory or educationally demanding classes. In fact, students are often routed into vocational programs. Caseworkers frequently ask if we are not encouraging students to reach for an unattainable goal, i.e. college. Not only are parents and family unaware of the supportive services and financial aid available to low income college students but welfare workers are also. Finally, given their motivational problems student often delay financial aid and admission application periods.

Cultural differences between students and school personnel constitute an additional barrier to Upward Bound students achieving success in high school. A very definite focus of the University of Minnesota Upward Bound program is service to the minority community of Minneapolis, The racial composition of the 1982-83 program will remain basically the same. Minority students will comprise up to 85% of the group. Black student comprise about 40% of the group. Indian students will comprise up to 40% of the group. White's 10% and Chicano and Asian American students comprising only 1.6% and 1.4%.

Delinquency patterns are common among 20% of our Upward Bound students. One reason for this is the large number of referrals that come from local parole and probation agents. A second reason is the Day Community, an experimental day treatment program operated by the University of Minnesota for court ordered adolescents. It refers its college potential students to Upward Bound for special college preparatory programming.

Finally, due to target school enrollment even Upward Bound students who are making normal progress toward graduation in school may receive sub-standard educational preparation for college. Upward Bound students frequently have adequate oral communication skills; however, they lack writing, reading and mathematics skills, Even the "B" student from a target high school may be underprepared. This occurs when students have avoided taking college preparatory courses or when reading skills are below grade level. Avoiding challenging college preparatory courses leads to a lack of study skills and habits necessary to succeed in college.

Not all of the needs of the Upward Bound student can be easily characterized, since each student is unique. However, they all need to find academic success. Though the irregular attendance pattern of these student tend to lead to cumulative records devoid of test scores, when scores are available they often indicate abstract intelligence (generally 'unlearned' and more 'culture-free' tasks) scores in the top 25% of the population accompanied by low verbal and numerical scores indicative of real educational deficits.

FUNDING

	DEPT. OF EDUC.	DEPT. OF LABOR/ CETA	DEPT. OF AGRI.	TITLE IV INDIAN EDUC.	NATIONAL ENDOWMENT ARTS/ JOSTENS FOUNDATION/ MN STATE DEPT. EDUCATION COUNCIL QUALITY EDUCATION (CQE)
1978-79		14,000		15,000	
1980-81	168,527	14,000		6,600 (1,000) Salary Urban Arts	
1981-82	175,268	12,400	2,884		
1982-83	166,944	12,000	4,000 Estimate		3,500 -NEA- in hand 1,000 -Jostens Foundation (Probable) 3,200 - CQE (Probable)

CETA -- Salaries for undergraduate teaching assistants

Department of Agriculture -- Summer School Nutrition Program

Title IV Indian Education -- 1978-79 15 students at 1,000 for Special Summer Program

-- 1980-81 6 students at 1,100 for Special Program
1,000 -- Art Instructors salary paid by Urban Arts Program

-- 1982-83 NEA
Jostens
CQE
Summer Film making project for 15 UB students joint with Film-in-The Cities

THE GENERAL COLLEGE RETENTION PROGRAM

by

Candido Zanoni

Introduction

The 1979 session of the Minnesota Legislature appropriated a special fund to the University of Minnesota for a two-year program of student retention--that is, for the University to use in devising incentives to encourage students to continue their educations instead of dropping out after brief periods of enrollment. The target groups for this legislative special were the so-called "high-risk" students--especially representatives of minority groups from traditionally "non-academic" populations.

During the summer of 1979, the General College applied to the University of Minnesota Office of Minority and Special Student Affairs (OMSSA) for funds to mount a retention program for four groups of students. The College's application was only partially successful. In late summer, 1979, OMSSA allotted the General College a sum of money for the purpose of planning and developing a retention program for two groups: entry-level American Indians and entry-level Chicano/Latinos. These funds constituted the University's allocation for the first year of a 1979-81 General College retention program. Since the allocation was made late in the summer of 1979, the College began immediate planning with the intention of having a working program ready for students arriving in fall quarter, 1979.

In the process of designing the General College retention program, it became evident that an unfunded feature of the original plan -- a component serving Black students— was desirable. Accordingly, the General College channeled whatever resources were available from its own budget into the retention program in order to extend it beyond that which was supported by University funds. With these additional funds, the General College Pilot Education Program (PEP) came into being in the fall, 1979.

At about this time the University of Minnesota, and the General College in particular, began to face the problem of a dramatic influx of "foreign" students, a population which included a sizeable number of Indochinese exiles and emigrees. The Twin Cities area of the state of Minnesota had suddenly become the home of one of the largest concentrations of displaced Southeast Asians in the United States. Some of these refugees had held professional positions in their native countries (e.g., medical doctors, lawyers, university professors, etc.), many had completed French-language high schools, and some, like the Hmong, had more limited academic backgrounds. In their desire to achieve economic self-sufficiency, to resume their professional lives, and to pursue meaningful careers, an increasing number of these people sought the kinds of intense language instruction available in

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the General College and in the University's ESL (English as a Second Language) program.

Because the General College faculty and administration felt a strong obligation to assist this growing number of non-traditional student (hereafter referred to as Asian/Pacific students), the College moved on two fronts: to develop a program to meet the special needs of Asian/Pacific students and to secure necessary funding to institute such a program.

Fortunately, the first of these two conditions was easily managed. During the 1978-79 academic year the General College, with the assistance of an Educational development Grant, had developed a Commanding English Program, an intensive language program for non-native and international speakers of English. During the 1979-80 academic year, Commanding English was adapted for the Chicano/Latino PEP program. Again, in 1980-81, with but slight modifications, the Commanding English was deemed the appropriate academic design for Asian/Pacific students.

Obtaining necessary funding to implement the Asian Commanding English (ACE) program proved to be a more complex and difficult task. The fact that the College had already dedicated whatever resources were available to it for the Black PEP program obviated the possibility of establishing a full-scale academic retention effort for Asian/Pacific students in the General College during the 1979-80 academic year. In order to rectify this situation for the 1980-81 academic year, the College requested from OMSSA a dollar amount to begin a comprehensive retention program for Asian/Pacific students. The result was disappointing though not unexpected. In its allocation of retention funding for 1980-81, OMSSA denied any request for additional money for new programs. In addition, OMSSA reduced not only the previous year's funding but also requested that the College carry on a four-part academic retention program which included a component for Asian/Pacific students.

To comply with such a charge would have endangered the effectiveness of the utilitarian and cost-efficient PEP program already in operation. This College's only recourse was to seek funding for an Asian/Pacific retention program from other sources. The College proceeded to do this immediately.

Through the efforts of Dr. Nobuya Tsuchida, Director of the Asian/Pacific Learning Resource Center, and Professor Candido P. Zanoni, Coordinator of the General College PEP program, partial funding was obtained from the Minnesota Department of Public Welfare. Some additional monies were garnered as a result of Dean Jeanne Lupton's appeal for assistance to the University's central administration. These funds, together with small sums extricated from the General College budget as a result of across-the-broad economies, enabled the College, in the fall 1980, to mount a full-scale retention program. The General College retention program consisted of three independent, though interrelated programs: three individual PEP "packages" (one for the American Indian, one for Chicano/Latinos, and a third for Black students); the ACE program for Asian/Pacific students' and the TRIO program, a federally funded retention program for students below the national average on economic and educational indices.

The initial establishment of this total retention program had a dramatic impact upon the administration, faculty and students in the General College: what resulted was a wholesale reshuffling of programs and class schedules, a serious reassessment of teaching methods, and a daring reappraisal of theories about how students learn.

Program Description

Although each part of the retention program was uniquely devised to meet the academic and support service needs of a particular ethnic, racial or economic group, each part of the program, never the less, shared a common format consisting of four components.

1.) Skills Development Courses. Central to each part of the retention program is an intensive and comprehensive sequence of classroom courses devised to improve the reading, writing and speaking skills of students.

2.) Subject Matter Courses. Each part of the program includes a set of subject matter classes that focus on the cultural values of each ethnic and/or racial group. Course materials include topics from both literature and the social sciences. Courses of this type are designed and taught by ethnic instructors and are intended to give the students a sense of cultural identity and pride.

3.) Support Services. A whole range of support services are made available to student enrolled in the retention program. Such services included tutorial assistance, "survival" information (economic, social and educational), career planning, and individual counseling and advising.

4.) Individualized Course Assistance. Enrollment slots in various sections of some regular General College courses are reserved for students in the retention program. Special tutorial and support mechanisms are provided to attend to the needs of retention program students enrolled in such classes.

Program Evaluation

Comprehensive evaluations of the PEP, ACE, and TRIO segments of the General College retention program have included such data as demographic profiles of students enrolled in each part of the program; student perforance as indicated by such traditional measures or academic success as grade-point averages (GPA) and credit completion ratios (CCR); and retention rates. A convergence of this evidence indicated that the General College's retention program is not only successful as it exists but also -- as teaching teams meld their efforts, as alternative teaching techniques and strategies are developed, and as the individual program are "fine-tuned" to meet the changing needs of the students -- the program will continue to be increasingly effective.

TRIO/Special Services

by Thomas Skovholt

Brief Description of the Program

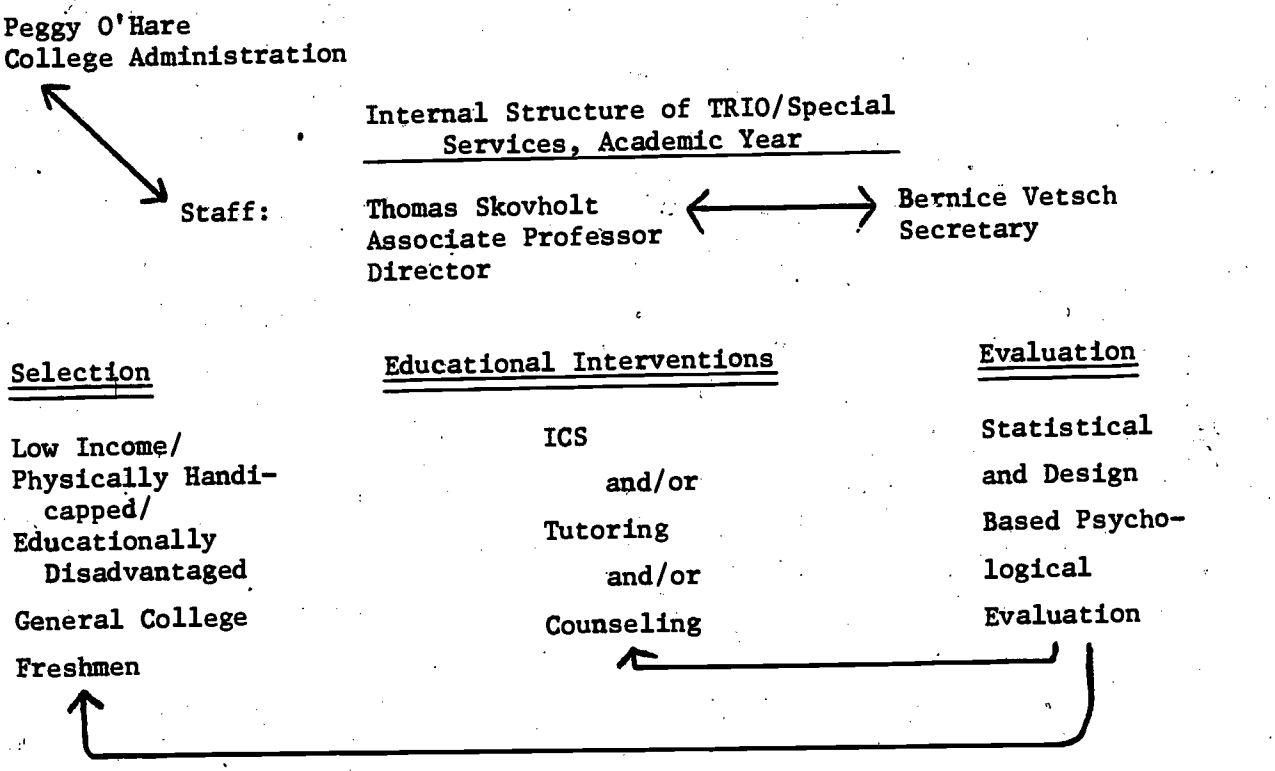
Who is served?

The focus of this project is to enhance the academic performance of economically, educationally or physically disadvantaged freshmen. The purpose of the project is to provide services which help prevent freshmen from becoming victims of the "revolving door" syndrome; that is, entering and leaving college before completing courses or graduating.

How does it operate?

The program's internal structure is described below in Figure 1.

Figure 1



Thomas Skovholt is an Associate Professor in the Social and Behavioral Sciences Division of The General College and Director of the TRIO/Special Services Program at the University of Minnesota.

Funding

Contributions from inside and outside:

Funding for the program comes from the Department of Education in Washington. Special Services, one of the original TRIO programs along with Upward Bound and Talent Search, has been a funded educational program for disadvantaged students since the 1960's. In 1981-82 the University of Minnesota received a $120,000 Special Services grant. Matching money is provided internally by General College.

Focus of funding:

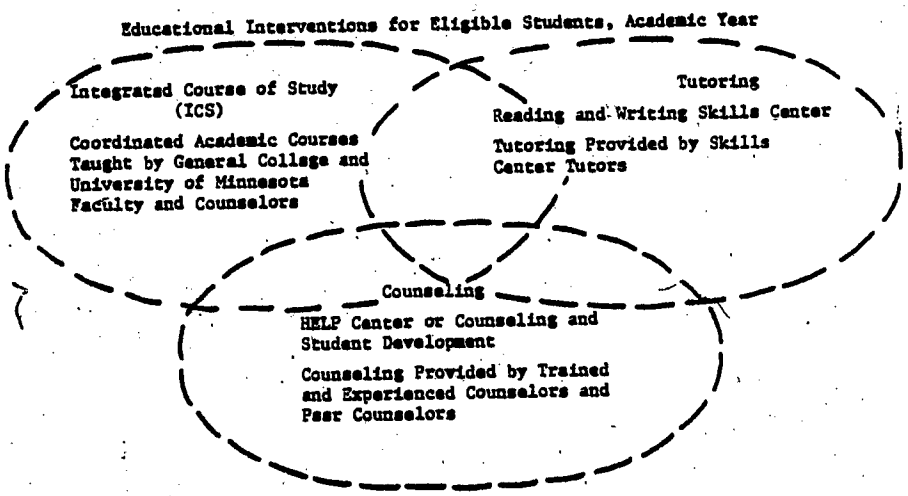
The funds are used for intervention work and administration of the following three activities:

1. The Integrated Course of Study - a group of courses taught by General College faculty and counselors that are designed to be taken in the same quarter. These courses include a Survival Seminar course which concentrates on study skills, career planning and stress management; a Writing Lab which concentrates on learning to write clearly and forcefully; math courses which teach basic college math principles, and other courses such as Urban Problems, General Arts and Introductory Psychology. Educational counseling is also included in the Integrated Course of Study.

2. Counseling Services - through the HELP Center and the Counseling and Student Development Center, students receive assistance in dealing with educational, vocational and personal concerns.

3. Tutorial Services - through the Reading and Writing Skills Center, students improve their reading and writing abilities by working individually with trained tutors.

Figure 2



Funds are also used for evaluation such as the following from the 169-page first year evaluation:

How did students evaluate TRIO during the 1980-81 year?

At the end of the 1980-81 program, students surveyed answered the following questions using this scale:

strongly disagree	disagree	agree	strongly agree	very strongly agree
1	2	3	4	5

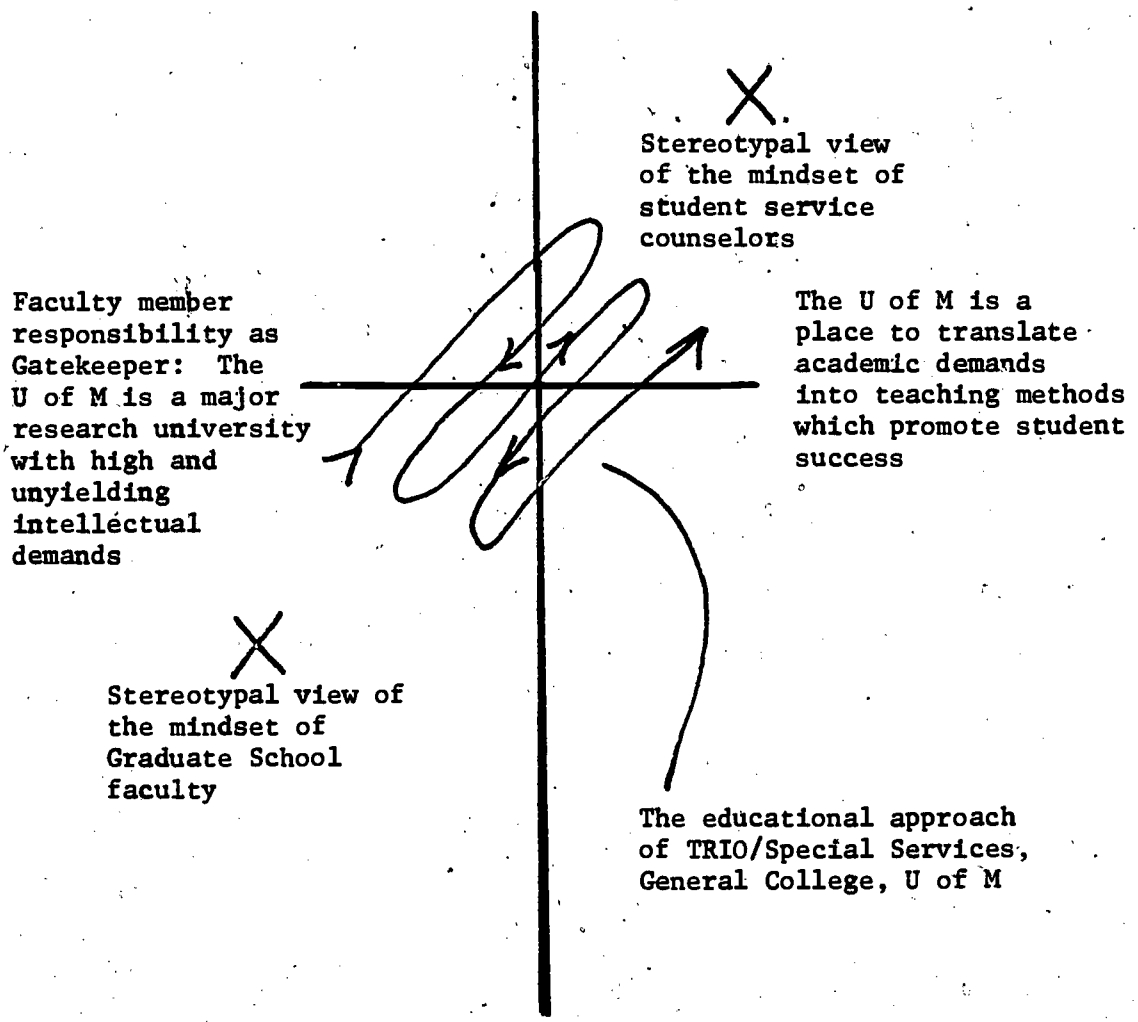
		Average Response
1.	The TRIO Program helped me stay in school.	3.79
2.	I have more confidence in myself as a student now than I did last fall as a result of the TRIO Program.	3.85
3.	The TRIO staff has been very supportive of me in my efforts as a student.	4.65
4.	The TRIO staff has been accessible to me when I needed help.	4.27
5.	My skills in organization have improved this year from being in the TRIO Program.	4.34
6.	The TRIO Program has helped me to make career plans.	4.27
7.	My long-range planning skills have improved this year as a result of participating in the TRIO Program.	4.10
8.	Overall, I am satisfied with the TRIO Program.	4.22
9.	I would recommend the program to friends and relatives.	4.53
10.	I am more motivated to continue school now than I was last fall.	3.97
11.	Because of the TRIO Program, I am more aware of University and community resources (such as financial aid, daycare, and student support services) and how to use them.	4.03

Integration of Special Services and General College

The educational philosophy of Special Services and the educational philosophy of General College are extremely compatible. Both the program and G.C. exist philosophically in the creative tension described below.

Figure 3

University of Minnesota Academic Environment



Both Special Services and General College offer students: opportunity and academic standards; understanding and challenge; alternative educational methods and rigor. Both Special Services and General College have offered countless students an opportunity, perhaps a last opportunity, to develop themselves intellectually at the level demanded by university standards.