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AUTHOR Read, Sherry
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ABSTRACT

An evaluation of the TRIO/Special Services program at the University of Minnesota, General College, is presented. Descriptions are provided of program operations, services offered, the program participants, and student eligibility. Program effectiveness is also assessed in terms of student outcomes, and individual program services are examined as an internal feedback measure. Attention is directed to the goals, organization, and services offered by the special services program at the college. A student demographic profile describes the population of the students in each program component in terms of variables such as race, sex, educational history, and academic preparedness. The students are also compared to a control group selected from General College freshmen who did not receive special services. Information is presented on traditional measures of program effectiveness, including grade point averages, credit completion, and overall student retention rates. Information is also provided on a new course offering, summer institute activities, training for handicapped students, and tutoring in English for non-native speakers. Supplemental materials include brief course descriptions, a student opinion survey, and a grant application for reading machines for the blind. (SW)

UNIVERSITY OF MINNESOTA

# TRIO Special Services Program Evaluation

Final Report
1982-83

Sherry Read
University of Minnesota
General College

Acknowledgements

Collecting information from students and creating and maintaining student files is no small task. Once accomplished, it seems very much a miracle, a parting of the bureaucratic seas. Special thanks go to my two assistants, Gary Simonson and Julie Lawson, who stuck with me in a way that would inspire any mail carrier. Mr. Simonson was especially helpful in developing the case studies section, and Ms. Lawson did an excellent job collating data on the program description, the student satisfaction survey, and the English-as-a second language tutoring section.

Finally, thank you Terry Collins, for trusting me.

# Foreword

While I was waiting for the bus this morning, I watched Vito open up his barber shop. It is one of those old-time places, with a revolving red, white, and blue sign. In the window there is an advertisement for European style haircuts. Vito is pretty old-time and European style himself; stout and bald as an egg.

I have a friend who got his hair cut there once. He said that Vito cut all the hair on one side of his head, then showed him the freshly cut side and asked, "You like?"

My friend said he liked it fine. Vito smiled quietly, put down his shears, and stepped back. He paused, folding his arms, and said; "Good, now we talk about price."

After the third year of the TRIO grant, most of the past students are less than halfway through their undergraduate educations, yet now we talk about price: it is time to apply for renewed funding.

My friend got his hair cut. Only time will tell if the TRIO students complete their educations. This report tells part of the tale.

Sherry Read
December, 1983

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## Background

The national TRIO program was originally funded through the 1968 Federal Higher Education Act. It provided student support services for populations traditionally underrepresented in postsecondary education. First proposed as a three pronged effort (hence the name TRIO), the program has expanded to include five separate projects:

1) Upward Bound, which aids high school students from poverty backgrounds with academic needs in the pursuit of higher education;
2) Talent Search, a counseling and information service for college-bound low income students;
3) Special Services, for non-traditional college students, usually including specially staffed programs such as counseling, remedial study and ethnic activities;
4) Educational Opportunity Centers, which incorporate activities available in the other three programs within a large scale, community based center for low income adults; and,
5) TRIO training program, designed to provide educational support to project staff in areas such as handicapped student services and computer technology in program management.

The TRIO/Special Services program at the University of Minnesota, General College (GC), the subject of this evaluation, is a Special Services project.

The overall goal of federal Special Services programs is to retain the target population until successful completion of a postsecondary degree. The target population is defined as students who meet one or more of three program eligibility criteria: low income status, physically handicapped, or first generation college student (i.e., neither parent obtained a postsecondary degree).

A national evaluation of Special Services programs was conducted in 1981 by Systems Development Corporation, Santa Monica, California. The key findings concerning impact were:

- Students who receive a full range of services are more likely to stay in school for their freshman year than students receiving few or no services.
- Students receiving more services are likely to attempt and complete more course credits.
- Students receiving a full range of services are more likely to receive lower grade point averages than students receiving fewer services. (This may indicate only that these programs focus on and provide more services to students with poor entry level skills.)

- Minority and low income students receive lower grades and take fewer course credits than other students, but have comparable retention rates.

- Students with higher levels of financial aid are more likely to stay in school during their freshman year, attempt and complete more credits, and obtain higher grades (Coulson, 1981).

Last year, the program evaluation of the Special Services program at the University of Minnesota included a review of the research and evaluations in the area of improving performance in higher education for disadvantaged students (Read, 1982). Based on the research and evaluation findings, the following general recommendations were made for designing special programs for non-traditional students.

- Participation in programs should be voluntary.

- Programs should be multidimensional, with students receiving a full range of services such as study skills, counseling, tutoring, orientation, survival skills, and training in specific self monitoring techniques.

- The actual time spent in each service does not have to be great (3-20 hours) but should be focused on the quarter or semester of entry into higher education.

- Programming should be flexible, designed to meet the needs of students, with continuous systematic planning and feedback.

- Clearly written program objectives should be made available to students.

- Program environment should foster growth of positive self images and provide opportunities for success through the use of support groups and group counseling, peer counselors, and increased numbers of minority counselors and other minority staff to act as role models.

- Instructors should be encouraged to make use of innovative teaching techniques suited to non-traditional students such as cooperative education, individualized instruction and group contingency.

Several of these recommendations are incorporated into the goals of the Special Services program at General College (GC).

- TRIO/Special Services 1982-83 Program Description

In addition to the overall Special Services program goal of retention to graduation of its participants, the TRIO/Special Services program's goal is to provide services which prevent non-traditional freshmen from becoming victims of the "revolving door" syndrome; that is; entering and leaving college before achieving any success in higher education. Now, in its third year, the TRIO/Special Services program has five components:

1) The Integrated Course of Study is a group of courses taught by General College faculty and counselors designed to be taken concurrently. These courses include a Survival Seminar course, which concentrates on study skills, career planning, and stress management; a writing lab; math courses; and courses in areas such as urban problems, arts, and psychology. Educational counseling and tutoring are also included in the Integrated Course of Study. (Approximately 100 students are served each year.)

2) Counseling Services are available for students to receive assistance in dealing with educational, vocational, and personal concerns. (Approximately 75 students are served each year.)

3) General Tutorial Services are available, with individual tutors, to aid students with the development of their reading and writing skills. (Approximately 50 students are served each year.)

4) English-As-a-Second Language Tutoring is available for non-native English speakers. This tutoring takes the form of one-on-one tutoring with an undergraduate tutor in conversational English. (Approximately 50 students are served each year.) NOTE: This component is viewed separately from general tutoring for the first time this year.

5) The Summer Institute is available for entering non-traditional students during the summer prior to their freshman year.

Specific aspects of the program are examined in depth in the body of the evaluation.

## 1982-83 TRIO Student Demographic Profile

At the beginning of the freshman year, students complete a general intake survey. When compared to a control group of non-TRIO students who were eligible to receive services, TRIO students generally can be characterized at the start of their college career as being:

- Older than average (TRIO = 22.4 versus control group = 20.1), and as having been out of school longer (TRIO = 65 percent out of school one or more years versus control group = 33 percent)
- TRIO has a larger concentration of minority students (TRIO = 51 percent minority versus control = 17 percent minority)
- More TRIO students receive financial aid (TRIO = 89 percent versus control = 52 percent)
- TRIO students are less likely to have completed high school (TRIO = 63 percent versus control = 74 percent)
- They have lower academic aspirations (TRIO = 23 percent aspiring to less than a B.A. degree versus control = 13 percent)

- Entering TRIO students do not rate themselves as well prepared as control group students in such areas as study skills, library usage, time management, and career planning

- They have greater counseling needs than control group students, and more disabilities

- TRIO students have lower self esteem when they begin at the University than control group students, and,

- TRIO students score lower on English placement tests than control group students, but about the same as the control group in math (even slightly better in algebra). (This is a result of the high concentration of English-As-a-Second Language students in TRIO with low English ability and higher math scores.)

1982-83 Student Outcomes for the Academic Year (1983 Summer Institute students are not included)

Academic progress is measured in three ways: retention, grade point average (GPA), and credit completion as compared to a control group of students who were eligible to receive services but did not participate in the program.

Retention: (students maintaining continuous registration). TRIO students were retained at a rate of 83 percent compared to 86 percent for the control group. (This difference is not statistically significant.)

GPA: (on a 4-point scale, A=4, B-3, C=2, D=1, N=no credit; Ns are not included) TRIO students received a GPA of 2.90 compared to the control group's GPA of 2.67 (statistically significant at the .05 level).

Credit Completion: TRIO students and control group students received grades for 95 percent and 96 percent respectively of those courses they attempted. The TRIO students passed 86 percent of the classes they attempted, compared to 84 percent for the control group. (These differences are not statistically significant.)

These data demonstrate that TRIO students, although not as well prepared as the control group, were able to stay in school and complete courses at comparable levels and receive better grades.

1982-83 Student Satisfaction with the TRIO/Special Services Program

Integrated Course of Study students were asked to evaluate the TRIO program on a 14 item, 5-point scale where 1 = not at all satisfied and 5 = highly satisfied. Overall, they rate the program 3.86, a very positive response.

- TRIO/Special Services Program to Date: A Summary and Follow-Up on 1980-81, 1981-82, and 1982-83

The TRIO/Special Services program at the University of Minnesota has been in operation for three years serving an average of 387 students annually.

## Retention

During their freshman year, the year of their primary involvement with the program (some students continue to receive counseling and tutoring after their freshman year), students have been retained at a rate of approximately 83 percent compared to approximately 75 percent for the control group.

### Retention During Project Years

| | Participants | Control Group |
|---|---|---|
| 1980-1981 | 84% | 68% |
| 1981-1982 | 81% | 72% |
| 1982-1983 | 83% | 86% |

During the years following their primary contact, about 50 percent of the TRIO students are still enrolled in GC during their second year and 25 percent during their third year (compared to 48 percent and 19 percent for the control group). A recent study of transfer students at GC shows that 23 percent of GC students transfer to other colleges in the University by the end of their second year (Van Uitert and Flower, 1983). A roughly estimated retention rate after the second year could be created by adding an additional 23 percent to the second year figures.

### Retention at General College: Follow-Up Study

| | First Year in GC | | Second Year in GC | | Third Year in GC | |
|---|---|---|---|---|---|---|
| | Participants | Control | Participants | Control | Participants | Control |
| 1980-1981 | 84% | 68% | 50% | 46% | 25% | 19% |
| 1981-1982 | 81% | 72% | 51% | 50% | -- | -- |
| 1982-1983 | 83% | 86% | -- | -- | -- | -- |

For the final year of the grant cycle, 1983-84, a University-wide follow-up is planned for these students.

GPA and average credits completed have been calculated for students remaining in GC as indicators of academic success.

Cumulative GPA (Ns excluded), GC students only

| | First Year | | After Second Year* | | After Third Year* | |
|---|---|---|---|---|---|---|
| | TRIO | Control | TRIO | Control | TRIO | Control |
| 1980-1981 | 2.79 | 2.88 | 2.64** | 2.74** | 2.66 | 2.46 |
| 1981-1982 | 2.78 | 2.61 | 2.67 | 2.51 | -- | -- |
| 1982-1983 | 2.90 | 2.67 | -- | -- | -- | -- |

on a 4-point scale (A=4, B=3, C=2, D=1, N=0)

*Averages converted from an 11-point scale where A+ = 11 . . . et cetera).

**Figures extrapolated using first year cumulative GPAs and second year cumulative GPAs.

Average Credits Completed, GC students only

| | First Year | | After Second Year | | After Third Year | |
|---|---|---|---|---|---|---|
| | TRIO | Control | TRIO | Control | TRIO | Control |
| 1980-1981 | 36.22 | 36.16 | 64.58* | 66.56* | 79.64 | 81.64 |
| 1981-1982 | 33.00 | 31.87 | 58.27 | 53.39 | -- | -- |
| 1982-1983 | 33.44 | 34.61 | -- | -- | -- | -- |

*Figures extrapolated using first year cumulative average credits completed and second year cumulative average credits completed.

The results shown here are incomplete due to the exclusion of non-GC students. However, the tentative findings indicate that TRIO students consistently make better grades and complete more or equal numbers of credits as compared to the academically better prepared control groups. The TRIO students seem to exhibit greater "staying power." Final conclusions must be delayed until the results are in for all students.

The findings on non-academic growth are less conclusive and vary widely from year to year. During the first two years of the program, pre and post measures of self esteem were collected. The results showed that both TRIO and control group students began at similar levels and gained to roughly equal levels of self esteem. There were significant differences within the TRIO program with Integrated Course of Study students exhibiting lower initial self esteem and then essentially catching up to the other students by the end of the year. During the 1982-83 year post tests were not collected due to the increased demand in follow-up requirements.

Self Esteem (measured using Janis-Field Self Esteem Scale, a 20-item self-rated questionnaire. Each item is rated on a 5-point scale, with 1=low self esteem and 5=high esteem)

| | Pre-Test (Beginning Fall Quarter) | | Post-Test (End of Spring Quarter) | |
|---|---|---|---|---|
| | TRIO | Control | TRIO | Control |
| 1980-1981 | 3.17 | 3.16 | 3.64 | 3.63 |
| 1981-1982 | 3.57 | 3.52 | 3.84 | 3.77 |
| 1982-1983 | 3.49 | 3.65 | (Not assessed) | |

Student Satisfaction

The Integrated Course of Study students were asked to evaluated the TRIO Special Services program each year using a 14 item scale, each item rated 1=not at all satisfied, 5=highly satisfied.

| | Overall $\bar{X}$ |
|---|---|
| 1980-1981 | 4.22 |
| 1981-1982 | 3.78 |
| 1982-1983 | 3.86 |

- Summary

During its three years of operation, TRIO Special Services has had an average of 387 student participants each year. Those students rate themselves as less adequately prepared to meet the challenge of university survival than do students who are also eligible to receive services (low income, handicapped, or first generation college students) but choose not to participate. By the end of their freshman year, they stay in school, finish a comparable number of credits, and make better grades than the TRIO-eligible control group.

While it is still too early to state decisively, the tentative results from second and third year students indicate that TRIO students have more consistent success than their often better prepared peers. Results gained from a University-wide study of TRIO students will be valuable in assessing the true success of the program as a whole.

# CHAPTER I
# INTRODUCTION

## Background

The TRIO/Special Services program at the University of Minnesota's General College has been in operation for three years. From the outset, the program has maintained files on each of the students receiving services. The thrust of this data collection effort has been twofold, first to document the services provided and provide information for the Department of Education monitoring, and secondly to establish a data base which allows for systematic program evaluation. The following section details the evaluation plan used in the 1982-83 evaluation (Chapter I).

## Evaluation Plan

### I. Part One. 1982-83 TRIO/Special Services Program

This program evaluation meets three major needs. First, the evaluation provides a description of program operations, services offered, the program participants, and student eligibility. Secondly, program effectiveness is assessed in terms of student outcomes. Finally, individual program services are examined as an internal feedback measure, aiding in the initiation of program changes and improvements for subsequent quarters.

The program description outlines the goals, organization, and services offered by the Special Services program at General College. This section is included to familiarize the reader with the program and set the stage for the evaluation (Chapter II).

### Student Demographic Profile

The student demographic profile describes the population of the students in each program component in terms of race, sex, educational history, academic preparedness, and a number of other variables. The students are also compared to a control group selected from General College freshmen who meet the TRIO eligibility critera but did not receive Special Services (Chapter III).

### Determining Program Effectiveness

Several techniques have been employed in order to determine program effectiveness Traditional student outcomes are examined for students in each group. These traditional measures include: gradepoint averages, credit completion (using a ratio of classes taken as compared to those completed), and overall student retention rates (which reflect the proportion of students who remain in school) (Chapter IV).

The students receiving the most intensive contact (Integrated Course of Study, ICS) also participated in a Student Satisfaction Survey. In this way, the students are able to provide direct feedback to program staff with their feelings and ideas concerning the TRIO program, its effectiveness, and how well it met their individual needs (Chapter V).

Based on exit interviews with counselors, the primary reason for leaving school given by students who did not remain at the University are summarized Two ICS students were also interviewed in depth, answering questions about their backgrounds and their future plans. These interviews are presented in the form of case studies so that the reader can gain some understanding of the type of student served by the TRIO program.

Program Development

The program development portion of the evaluation describes specific project components in greater detail. In Chapter VII, a new course offering, The Psychology of Personal Effectiveness, is evaluated. Summer Institute students and activities are described in Chapter VIII. Chapter IX provides an account of the training given to handicapped students on the University of Minnesota's new Kurzweil Reading Machine, a machine which produces synthetic speech from printed material. The final section of Part One describes the English-As-a-Second Language tutoring provided by the TRIO program (Chapter X).

II. Part Two, Following 1980-81 and 1981-82 Student Progress: Program Effectiveness After the First Year

Each year the program is charged with the task of monitoring students from previous years on their academic progress at GC. The 1981-82 student progress is summarized in Chapter XI and 1980-81 students are monitored in Chapter XII.

III. Part Three, Conclusions and Recommendations

Finally, conclusions and recommendations based on the evaluation findings are presented in Chapter XIII. References and data collection forms are appended.

# CHAPTER II
# PROGRAM DESCRIPTION

## Introduction

The Special Services Program at the University of Minnesota was first provided for by a federal grant in September of 1980. It is one of the TRIO programs (Special Services, Talent Search, and Upward Bound) which function jointly to promote higher education for students who have previously had limited access to higher education. These students include minorities, physically handicapped and low income students as well as the educationally disadvantaged. The General College TRIO/Special Services program serves primarily freshmen during their first year of college.

## Program Goals

This year the continuing goals of the TRIO/Special Services program are to:

--offer an opportunity for disadvantaged students to develop the skills necessary to survive in a university setting,
--promote educational success,
--provide a creditable academic program,
--provide a supportive atmosphere and reduce stress inherent in postsecondary education,
--aid students in making educational and career plans, goal setting,
--help students to become aware of university and community resources and how to use them, and
--to make higher education more accessible to handicapped students.

## Organization

In order to accomplish these goals during the academic year, TRIO/Special Services offers four program components to eligible students, each with varying degrees of intensity based on student needs. The Integrated Course of Study (ICS), the most intensive component, consists of a set of pre-selected courses which are supplemented with individual tutoring, and a Survival Seminar which emphasizes basic skills, study techniques, and provides regularly scheduled academic and personal counseling.

Other program components include Counseling, General Tutoring, and special English-As-a-Second Language Tutoring for non-native English speakers. The Summer Institute provides services for eligible students during the summer prior to their freshman year and is described in greater detail in Chapter VIII.

## INTEGRATED COURSE OF STUDY (85 students served 1982-83)

The Integrated Course of Study (ICS) offers several carefully selected courses each quarter. The Survival Seminar (described below) is required fall quarter as well as two additional ICS classes. All ICS courses have tutors assigned to them, so that ICS students receive as much intensive help as they need.

Students may also take optional or elective courses. Virtually all of these courses transfer to other colleges and majors.

An integral part of the ICS is the regular meeting of counseling staff and faculty members to discuss student progress. In this way, students experiencing academic problems can be quickly brought to the attention of counselors who then contact students before more serious difficulties develop. Students in the packaged classes also share many courses, and often spontaneously create study and support groups, further contributing to their academic success.

The following listing presents course descriptions (adapted from the General College Bulletin, course syllabi, and other General College brochures--see reference notes) for the courses offered each quarter.

Fall Quarter

1. Urban Problems (5 credits, course No. GC 1212)

   Using problem-solving, interdisciplinary approach, students examine some major urban problems such as social class and poverty, social change, crime, and education. It is hoped that each student will obtain the information, insight, and improved ability to reach intelligent, independent, viable conclusions and act on them in public and private life.

2. Fundamentals of Usage and Style (3 credits, course No. GC 1411)

   Students practice principles of grammar, usage, and style through exercises and writing sentences and paragraphs.

3. Writing Lab: Personal Writing (4 credits, course No. GC 1421)

   Students read and write descriptive narratives, characterizations, and autobiographical sketches. Personal help with individual writing problems is provided. The course emphasis is on clear and effective written expression.

4. Basic Math: Programmed Study (course No. GC 1433, credits arranged)

   For students who have a limited background in math (arithmetic or elementary algebra) and wish to study at their own pace. With aid of instructor, student selects topics from among the following: whole numbers, fractions, decimals, percents, signed numbers, formulas, simple graphs, ratio and proportion, sets, properties, equations, inequalities, rectangular graphs, polynomials, factoring rational expressions, and radicals. Students work independently and take tests when ready.

5. Mathematics Skills Review (5 credits, course No. GC 1434)

   Course designed for students with limited math background, and who wish to enhance already existing math skills and eliminate deficiencies. Topics include: fractions, decimals, percents, signed numbers, metric system, scientific notation, ratio and proportion, formulae, and simple graphs.

6. Elementary Algebra (5 credits, course No. GC 1435)

Basic concepts and manipulative skills of algebra are introduced in preparation for college algebra courses. A strong math background is required. Topics include: sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions and radicals.

7. Intermediate Algebra (5 credits, course No. GC 1445)

For students with a good background in elementary algebra. Topics include: sets, real numbers, linear equalities, polynomials, rational expressions, exponentials, roots, quadratic equations, first degree relations and functions, systems of equations, exponential function, and logarithmic function.

8. Oral Communication: Interpersonal Communication (4 credits, course No. GC 1465)

Recommended for students who are interested in the "personal" dimension, Students examine their own verbal and nonverbal communication patterns and try to discover why they are effective or not as communicators. Focus is on uncovering the origins of the students communicative behavior, and to understand the means by which we relate to each other, and also how we alienate ourselves from one another. Course asks students to begin or deepen their search for identity, and to aid others in that search.

9. Support/Survival Seminar (2 credits, course No. GC 1702)

Successful completion of academic work in a highly competitive University environment requires the acquisition of a specialized body of skills and information. This course is designed to develop the basic academic skills of entering freshmen and provide the information essential to their retention of information from lectures and texts, improve their performance on exams and written assignments, learn to cope with standard University procedures, and obtain information on the campus and community resources available to support their efforts. Regularly scheduled small group and individual counseling is required.

Winter Quarter

1. General Arts (4 credits, course Nos. GC 1311/3311)

Examines representative works of art from genres of painting, sculpture, architecture, literature, and music to discover how and why art is created and to enable students to formulate and evaluate ideas and attitudes about it.

2. Writing Lab: Personal Writing (4 credits, course No. GC 1421)

3. Writing Lab: Communicating in Society (4 credits, course No. GC 1422)

Students analyze how people communicate in society primarily through expository writing, but also through reading and discussion. Focus is on how people perceive events, how they think about them, and how they write and talk about them.

4. Elementary Algebra (5 credits, course No. GC 1435)

See Fall Quarter

5. Intermediate Algebra (5 credits, course No. GC 1445)

See Fall Quarter

6. Psychology of Personal Effectiveness (4 credits, course No. GC 1701)

Course emphasizes psychological concepts of personal and social adjustment in order that students may gain a better understanding and acceptance of themselves and others. Students examine their own personality development and adjustment. Course also bases discussions and individual projects to a large extent on students' own experiences, needs, and interests.

7. Survival Seminar (2 credits, course No. GC 1703)

Continuation of 1702; see Fall Quarter.

Spring Quarter

1. Biological Science: Principles (5 credits, course No. GC 1131)

Course studies the variety and relationships of living organisms by illustrating general principles of biology as they apply to humans, animals, and plants. Course draws from such fields of study as: cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms in nature, evolution, and reproduction. Students also spend two hours per week in a multimedia laboratory working on biological information and problems.

2. Psychology in Modern Society (5 credits, course No. GC 1281)

Introduction to the science of human behavior. Topics include: analysis of research methods used in observing and drawing conclusions about human behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups.

3. Writing Lab: Communicating in Society (4 credits, course No. GC 1422)

See Winter Quarter.

4. Intermediate Algebra (5 credits, course No. GC 1445)

See Fall Quarter.

5. Trigonometry and Problem Solving (5 credits, course No. GC 1452)

Applied trigonometry and a formal approach to problem solving. Algebraic trigonometric concepts and graphic techniques used in practical situations dealing with measurement. Course emphasizes problems common to science, technology, and measurement. Recommended for students interested in science or technical hobbies.

6. Career Planning (2 credits, course No. GC 1502)

The career workshop is designed to assess a student's interests, needs, abilities, values, and personality through testing and subjective self-exploration. Occupational information is provided through a computerized system and other printed materials. This course is for students who are undecided about future career choices and those who need to confirm a tentative career choice.

COUNSELING (serving 69 students in 1982-83)

Counseling for Special Services students is made available through the Center for Higher Education for Low-Income Persons (H.E.L.P. Center). The H.E.L.P. Center provides the following services to TRIO students:

--academic counseling

--counseling

- financial
- personal
- family
- chemical dependency

--tutorial referral and assistance

--advocacy

--legal assistance

--program planning

--contact for community, provate and public agencies

--resources for discovering additional funds

--space for students to meet, study, plan and develop peer groups

--groups for career orientation, parenting, and survival in the University.

Professional individual or group counseling and psychological counseling are also available for more conventional academic needs through the Counseling and Student Development Division of General College.

GENERAL TUTORING (serving 63 students in 1982-83)

Tutoring is provided at the Reading and Writing Skills Center where tutors assist students with writing papers, reading, filling out forms, improving vocabulary or spelling, learning note taking skills and library research techniques. Students may complete academic courses in a self paced, individualized mode at the center. Writing and math tutoring is also available at the H.E.L.P. Center in conjunction with the Math Department and writing instructors.

The center is open during school hours and no appointments are necessary.

ENGLISH-AS-A-SECOND LANGUAGE TUTORING (serving 51 students during 1982-83, for a more detailed account see Chapter X)

Non-native English speakers may receive special one-on-one tutoring through the TRIO program. Students meet with a tutor early in the quarter and write a contract for the specific goals they wish to meet during the quarter. Common goals are improvement in pronunciation and better listening comprehension.

THE SUMMER INSTITUTE (serving 113 students during 1982-83; is described in more detail in Chapter VIII)

A numerical breakdown of the 1982-83 program participants by program component is presented in Table/Figure II-I. Of the 409 participants, 28 percent were involved in Summer Institute, 21 percent in ICS, and 17 percent, 15 percent, and 12 percent in Counseling, General Tutoring, and English-As-a-Second Language Tutoring respectively. An additional 7 percent, handicapped students, received Kurzweil reading training (described in Chapter V).

1982-83 Student Eligibility

In order to be eligible to receive special services, students must meet one of three federal eligibility criteria: physically disabled, low income, or first generation college student. These criteria are defined as follows:

1. Physically Handicapped (from the Federal Register, March 3, 1982, p. 9151:

   "Physically handicapped," with reference to an individual, means a person who, because of a physical disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by postsecondary educational institutions.

Physically handicapped has been interpreted to include specific learning disabilities as outlined in a letter written by Richard T. Sonnergren, Director, Division of Student Services, Office for Postsecondary Education, Department of Education, July 2, 1982:

> "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

2. First Generation College Student

To be considered a first generation college student, neither of the student's parents can have completed a degree from a four year postsecondary institution (B.A., B.S., et cetera).

3. Low Income

The income guidelines for 1982-83 state that a student must have income at a level lower than 150 percent of the federal poverty guidelines. The poverty figures as established by the Bureau of Census - U. S. Department of Commerce for determining student eligibility are outlined below:

| Family Size | 150% Poverty |
|---|---|
| 1 | $ 7,095 |
| 2 | 9,170 |
| 3 | 10,875 |
| 4 | 13,935 |
| 5 | 16,545 |
| 6 | 18,675 |
| 7 | 21,165 |
| 8 | 23,485 |
| 9 | 27,860 |

Note: The above income figures are already converted to 150 percent of poverty.

Within each Special Services program, two thirds of the students must be either:

a) first generation and low income

or,

b) physically handicapped.

The other one third can meet any one of the three criteria (e.g., physically handicapped).

A breakdown of program components by eligibility criteria is presented in Table/Figure II-II. Sixty-two percent of the students were either first generation and low income or physically disabled. Thirty-eight percent were either first generation only or low income only. For General College as a whole, 71 percent of all students were TRIO eligible (Table/Figure II-III).

Program Utilization

This year data were collected on the actual number of times each student received a TRIO funded service and the duration (in minutes) of that service during the academic year. These data are presented in Table II-IV.

The ICS students received the greatest average number of contacts during the project year at 26.2 contacts per student with an average duration of 73 minutes. They were followed by English-as-a-second language students, who received 18.2 contacts per student lasting about 37 minutes each contact. Counseling students paid their counselors an average of 10.3 visits per year and each visit was about 40 minutes long. The General Tutoring students were tutored an average of eight times per year at 33 minutes per session. Overall, TRIO students were in contact with project staff approximately 15 times per year for just short of an hour for each contact (57 minutes).

The next section, Student Demographic Profile, presents background and demographic data on the TRIO students.

TABLE II-I

1982-83
TRIO Special Services
Breakdown by Program Components

| Program Component | N | % |
|---|---|---|
| Integrated Course of Study (ICS) | 85 | 21% |
| Counseling (includes some students from previous years) | 69 | 17% |
| General Tutoring-Reading Writing Skills Center | 63 | 15% |
| English-As-a-Second-Language (ESL) Tutoring (GC 1469) | 51 | 12% |
| Summer Institute '83 | 113 | 28% |
| Subtotal | 381 | 93% |
| Kurzweil Reader* (additional, not included above) | 28 | 7% |
| Totals | 409 | 100% |

*Not included in statistics unless receiving other services.

FIGURE II-I

BREAKDOWN BY PROGRAM COMPONENTS

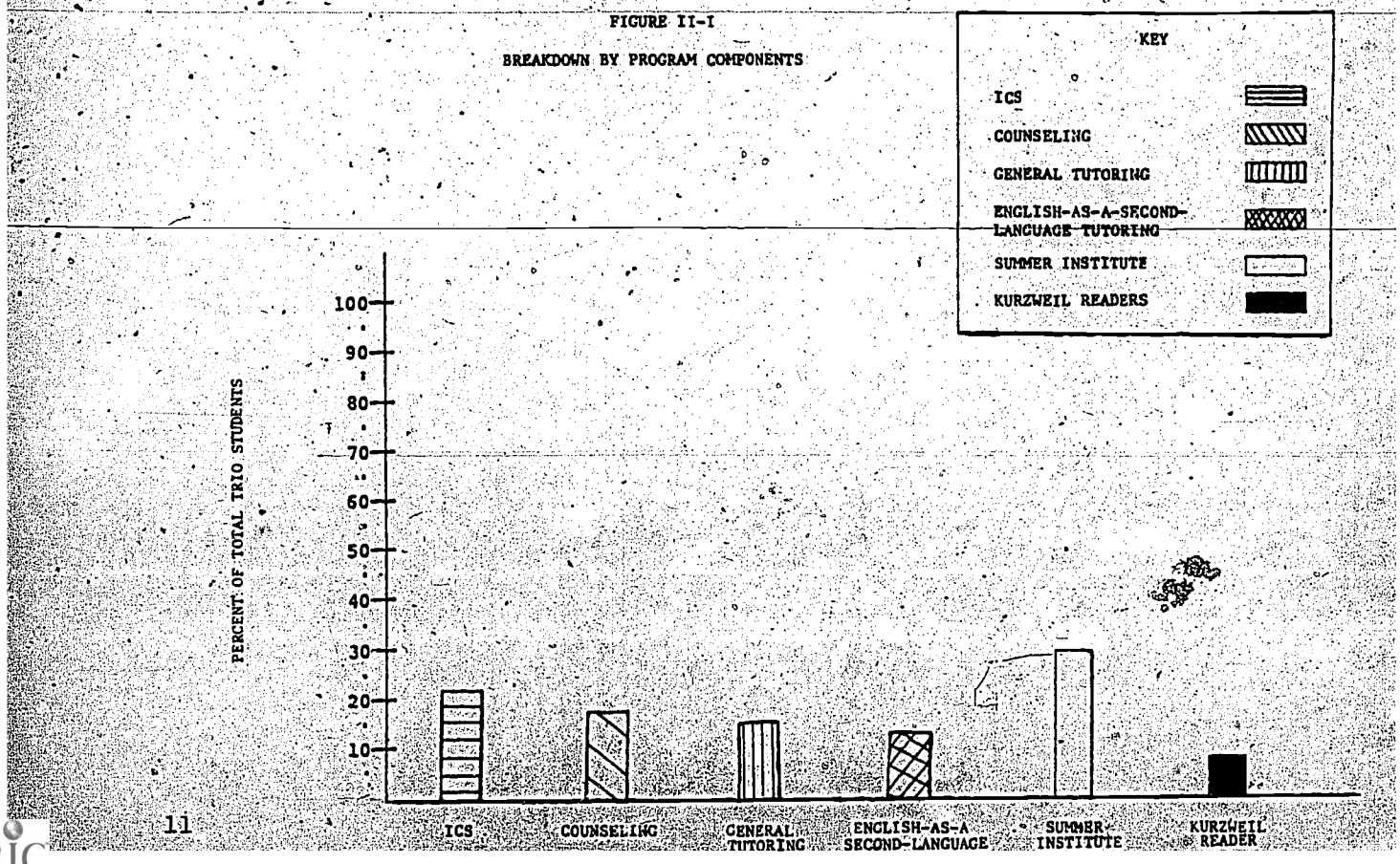


TABLE II-II

1982-83
TRIO Special Services
Eligibility by Program Component

| Eligibility Criteria | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | ESL Tutoring N | ESL Tutoring % | Summer Inst. N | Summer Inst. % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| First Generation only | 27 | 32% | 18 | 26% | 12 | 19% | 17 | 33% | 35 | 31% | 109 | 27% |
| Low Income only | 22 | 26% | 4 | 6% | 7 | 11% | 4 | 8% | 7 | 6% | 44 | 11% |
| Disability only | 2 | 2% | 4 | 6% | 3 | 5% | 0 | 0% | 0 | 0% | 9<br>28* | 2%<br>7% |
| First Generation and Low Income | 32 | 38% | 34 | 49% | 38 | 60% | 29 | 57% | 68 | 60% | 201 | 49% |
| First Generation and Disability | 1 | 1% | 3 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 1% |
| Low Income and Disability | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% |
| First Generation, Low Income, and Disability | 1 | 1% | 5 | 7% | 3 | 5% | 1 | 2% | 3 | 3% | 13 | 3% |
| Totals | 85 | 100% | 69 | 100% | 63 | 100% | 51 | 100% | 113 | 100% | 409 | 100% |

*Additional 28 handicapped students receiving Kurzweil training

FIGURE II-II

ELIGIBILITY BY PROGRAM COMPONENT

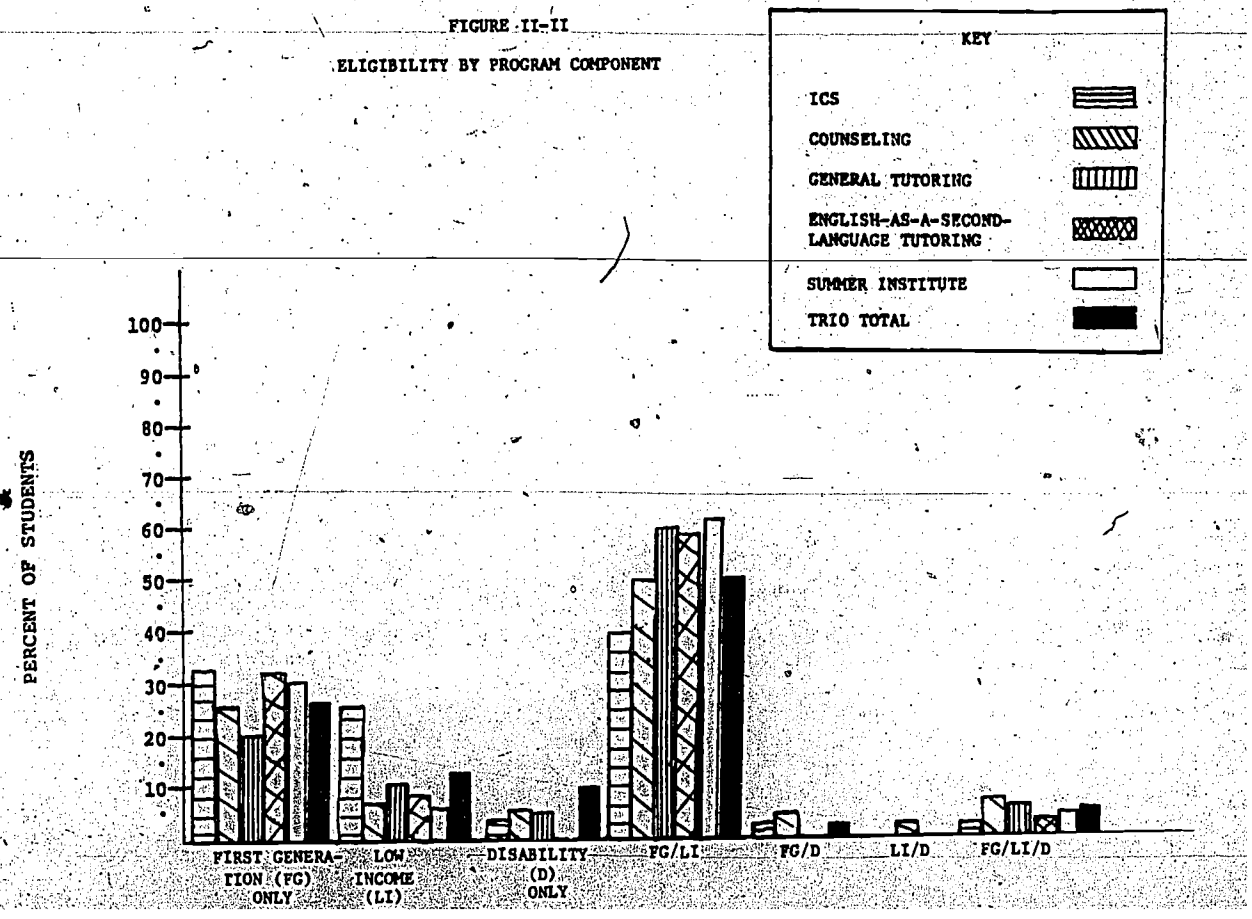


TABLE II-III

1982-83
General College
Survey of Student Eligibility for TRIO Special Services*

| Eligibility Criteria | TRIO N | TRIO % | Non-TRIO N | Non-TRIO % | Total GC N | Total GC % |
|---|---|---|---|---|---|---|
| First Generation only | 109 | 27% | 801 | 34% | 910 | 33% |
| Low Income only | 44 | 11% | 315 | 13% | 359 | 13% |
| Disability only** | 37 | 9% | 12 | .5% | 49 | 2% |
| First Generation and Low Income | 201 | 49% | 410 | 17% | 611 | 22% |
| First Generation and Disability | 4 | 1% | 15 | .6% | 19 | 1% |
| Low Income and Disability | 1 | 0% | 6 | .3% | 7 | 0% |
| First Generation, Low Income, and Disability | 13 | 3% | 24 | 1% | 37 | 1% |
| Not TRIO-eligible | 0 | 0% | 801 | 34% | 801 | 29% |
| Totals | 409 | | 2,384 | | 2,793 | |

*Based on a survey of all students registering Fall '82 and new students Winter '83 and Spring '83.
NOTE: Returning students registered Winter '83 and/or Spring '83, but not Fall '82, are not included.

**Includes 28 students receiving Kurzweil training.

FIGURE II-III

SURVEY OF STUDENT ELIGIBILITY FOR TRIO SPECIAL SERVICES

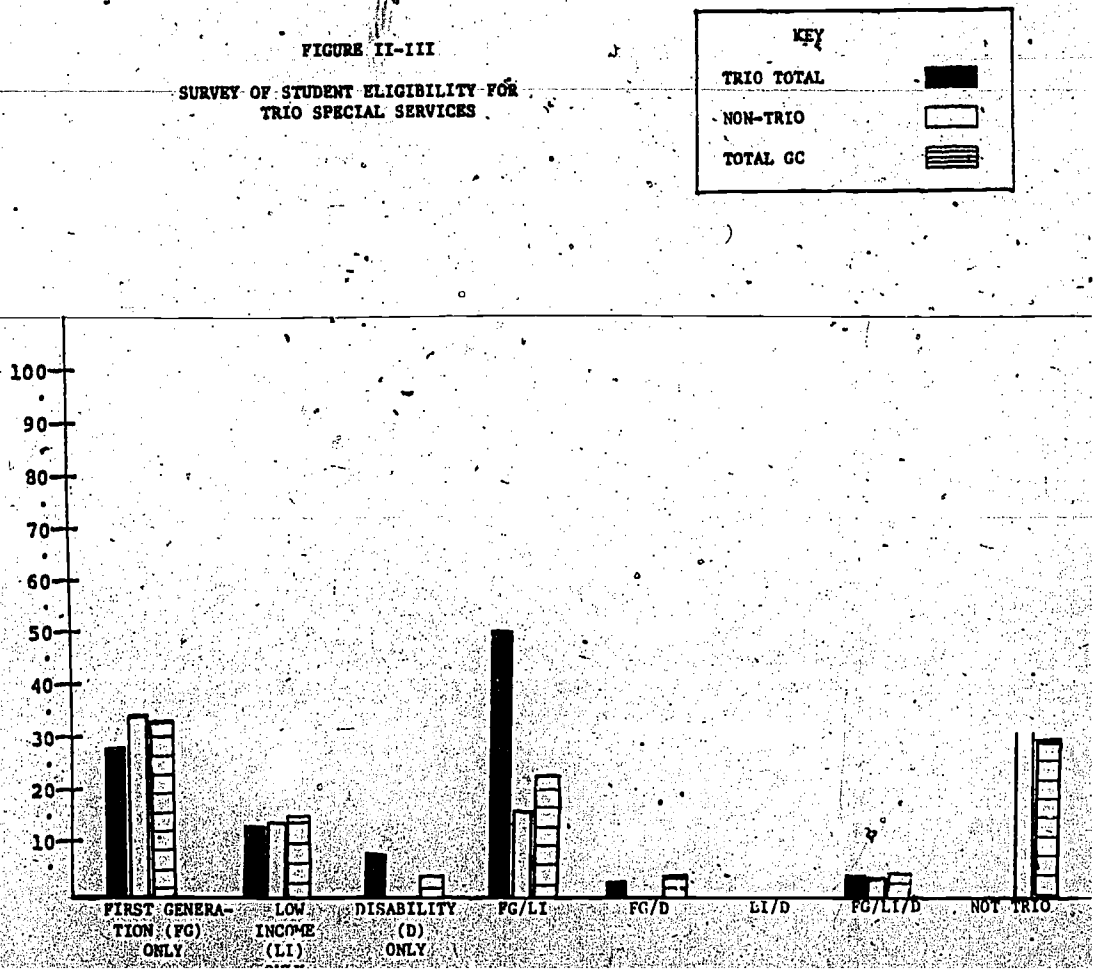


TABLE II-IV

1982-83

Program Utilization Summary

| | ICS | | | Counseling | | | General Tutoring | | | English-As-a-Second-Language Tutoring | | | TRIO Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N Receiving Services | $\bar{X}$ Contacts | $\bar{X}$ Duration in Hours | N Receiving Services | $\bar{X}$ Contacts | $\bar{X}$ Duration in Hours | N Receiving Services | $\bar{X}$ Contacts | $\bar{X}$ Duration in Hours | N Receiving Services | $\bar{X}$ Contacts | $\bar{X}$ Duration in Hours | N Receiving Services | $\bar{X}$ Contacts | $\bar{X}$ Duration in Hours |
| 1. Services for physically disabled | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - | 28* | 6 | 2 |
| 2. Services for students of limited English speaking ability | 0 | - | - | 0 | - | - | 3 | 6 | 2 | 48 | 11.44 | .72 | 51 | 11.22 | .85 (51 min) |
| 3. Student orientation | 85 | 1 | 2 | 0 | - | - | 0 | - | - | 0 | - | - | 85 | 1 | 2 |
| 4. Individual counseling | 68 | 17.82 | .64 | 69 | 9.57 | .59 | 3 | 4.33 | .62 | 8 | 2.13 | .65 | 148 | 10.56 | .62 (37 min) |
| 5. Group counseling | 85 | 5 | 2 | 4 | 5 | 2 | 0 | - | - | 0 | - | - | 89 | 5 | 2 |
| 6. College re-entrance counseling for dropouts | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - |
| 7. Tutoring | 21 | 3.71 | .52 | 6 | 2.67 | .62 | 60 | 7.98 | .49 | 39 | 9.28 | .47 | 125 | 7.02 | .51 (30 min.) |
| 8. Basic skills instruction | 85 | 5 | 2 | 4 | 4.25 | 1.82 | 0 | - | - | 0 | - | - | 89 | 4.91 | 1.97 |
| 9. Activities, cultural enrichment | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - |
| 10. Referrals to health, employment, housing, and legal agencies and resources | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - | - |
| Totals | 85 | 26.2 | 1.20 (73 min) | 69 | 10.33 | .66 (40 min) | 63 | 8.10 | .55 (33 min) | 51 | 18.20 | .62 (37 min) | 296 | 15.36 | .95 (57 min) |

*Students receiving Kurzweil Reading training.

Total number of contacts = 4,546

Total number of hours = 4,335

# CHAPTER III
# STUDENT DEMOGRAPHIC PROFILE

## Introduction

The following section is a summary of demographic information for the students in each of the TRIO program components: Integrated Course of Study (ICS), Counseling, General Tutoring, and English-As-a-Second Language Tutoring groups. To provide comparative data, a control group was selected from TRIO-eligible General College freshmen, and these students are also described in the section.

## Method

As a part of the routine General College orientation process, the following information was collected for each student:

1. General College Student Survey (GCSS)

   The General College Student Survey is a basic intake form which asks students for demographic information such as age, sex, and ethnic background. Several additional questions ask students about educational, personal, and career planning services they may need.

   Since a number of students do not attend the full two-day orientation during which data are collected, many students did not complete the General College Student Survey. Sixty-seven percent of the TRIO students completed this survey and 95 percent of the control group. A greater proportion of responses from the control group may be attributed to the manner in which control group members were selected (i.e., using registration information). (For more complete data, the number and percent responding by group are displayed in Table/Figure III-I.) While there is no reason to believe that respondents differ from non-respondents, the summary comments made for these groups should be limited to those who actually completed the questionnaire.

2. General College Placement Program (GCPP) is a battery of tests primarily used for placement and planning purposes. It includes five sections, two dealing with language and three with mathematics:

   a. Reading Placement Test

      This test is distributed by the Comparative Guidance and Placement Program of the College Board (Educational Testing Service, 1977) and consists of eight passages with associated questions regarding the content. The test focuses on reading comprehension, inference-making ability, and vocabulary in context. It is normed on more than 30,000 students from primarily two year institutions of higher education and vocational education across the country (ETS, 1977).

b. Written English Expression Placement Test

This test concerns sentence structure and the clear, logical expression of ideas (ETS, 1977). It is also distributed by ETS and normed on the same group of students described above.

c. Mathematics Test: Whole Numbers Subtest

This test consists of seven items which require the performance of addition, subtraction, multiplication, and division using whole numbers only. The mathematics test was deeveloped at General College and is normed on General College students (Brothen, et al., 1981).

d. Arithmetic Subtest

This test includes twenty-five items and requires the same operations (addition, subtraction, multiplication and division) using whole numbers, fractions, decimals and percents. This test was developed at General College and norms were established for GC students (Brothen et al., 1981).

e. Algebra Subtest

This test consists of twenty questions which require the student to solve elementary algebraic equations and inequalities, use negative integers, and find the slope of a line. This test was also developed at General College and normed on GC students (Brothen, et al., 1981).

3. Self Esteem Measure (Attitude Inventory)

The Janis-Field feelings of inadequacy scale is used to measure self esteem. It is probably the most widely used non-commercial scale (Robinson, Shaver, 1973) of self esteem. The twenty-item version developed by Eagly (1967) and used in this study is balanced for response bias with the inclusion of items both positively and negatively stated. The popularity of the Janis-Field inventory has led to the accumulation of validity information sufficient to justify its use.

Method - Subjects

The subjects described in this study represent five groups:

a) ICS Students - all students enrolled in the Integrated Course of Study (ICS) are included in the study.

b) Counseling Students - all General College freshmen who were eligible for the Special Services program (by low income, first generation

college student or handicapped) and utilized the counseling facilities two or more times during the academic year, were included in the study. Second and third year TRIO/Special Services students receiving counseling are also included in this group.

c. General Tutorial Group - all General College freshmen who were eligible for Special Services and made use of direct personal tutoring two or more times were included in the study. Some of these students also received counseling. Second and third year TRIO/Special Services students receiving tutoring are also included in this group.

d. English-As-a-Second Language Tutoring - students enrolled in General College Individual Study in Oral Communication, a special individual tutorial for English-as-a-second language students.

e. Control Group - a control group of 44 students was randomly selected from General College freshmen eligible for Special Services who had not participated in the TRIO program during the academic year.

Eligibility for TRIO groups is outlined in Chapter II. The control group, broken down by type of eligibility, follows:

Control Group Eligibility

| | N | % |
|---|---|---|
| First generation only | 20 | 45% |
| Low income only | 7 | 16% |
| Disability only | 1 | 2% |
| First generation/low income | 12 | 27% |
| First generation/disability | 2 | 5% |
| Low income/disability | 0 | 0% |
| First generation/low income/ disability | 2 | 5% |
| | 44 | 100% |

Results

- TRIO students are older than control group students with a mean age of 22.4 as compared to 20.14 for the control group (Table/Figure III-II).

- Overall, the distribution of males and females in TRIO and control group students is similar. Both groups have more males than females (TRIO = 44 percent female, 56 percent male; Control = 38 percent female, 62 percent male). The TRIO counseling group breaks this pattern with 63 percent female and 37 percent male. TRIO tutoring groups (general and ESL) are more predominately male (70 percent and 83 percent for general and ESL tutoring respectively). These data are presented in Table/Figure III/III.

- Fifty-one percent of the TRIO group come from minority groups (Asians 34 percent, Blacks 12 percent, Hispanics and other groups 4 percent, and American Indians less than 1 percent). The control group is predominately white (83 percent white, 17 percent minority). (Table/Figure III-IV)

- More TRIO students received financial aid than control group students (89 percent TRIO and 52 percent control group). (Table/Figure III-V)

- TRIO students were employed at a lower rate than control group students (54 percent compared to 66 percent control group students). (Table/Figure III-VI)

- Transfer plans to other colleges were similar for both groups, but fewer TRIO students had definite plans (68 percent TRIO students had transfer plans and 76 percent control group students had transfer plans). (Table/Figure III-VII)

- One hundred percent of control group students completed high school; two percent of these received GEDs. Ninety-four percent of TRIO students completed high school; eight percent of these students received GEDs. More TRIO students attended another college prior to enrolling in GC, but more control group students attended some other type of postsecondary institution (Table/Figure III-VII).

- Sixty-five percent of the TRIO students had been out of school longer than one year compared to only 33 percent control group students prior to enrolling in GC. Forty-four percent of TRIO students had been out of school for longer than three years compared to 14 percent control group students. (Table/Figure III-IX).

- TRIO students had lower degree aspirations than control group students. Seventy-seven percent of the TRIO students aspire to receiving a BA or higher compared to 88 percent of the control group students (Table/Figure III-X).

- When asked to assess their level of preparedness in academic and non-academic skills, TRIO students rated themselves lower in writing, reading, study skills, library use, time management, science, history and social science, and career planning than control group students. TRIO students rated themselves on about the same level as control group students in mathematics and music/art skills and appreciation. The only area TRIO students assessed themselves as stronger than control group students was in decision making. (Table/Figure III-XI)

- TRIO students also anticipate greater counseling needs than control group students in areas such as financial assistance, family issues, study skills, and making friends (Table/Figure III-XII).

- TRIO and control group students selected similar major courses of study at GC. Fewer TRIO students planned to major in humanities and medical science than control group students, but more TRIO students planned to major in business and math/science (Table/Figure III-XIII).

- A larger proportion of the parents of TRIO students did not complete high school than control group students (36 percent of TRIO parents did not complete high school compared to 4 percent control group). Tables/ Figures III-XIV and III-XV)

- More TRIO students report disabilities and need services for those disabilities than control group students (13 percent TRIO students report disabilities, 11 percent needing services, and only 7 percent control report disabilities, 5 percent needing services). (Table/Figure III-XVI)

- On the battery of placement tests given at the beginning of the academic year, TRIO students scored lower in reading and writing than the control group, at a comparable level in whole numbers and arithmetic, and slightly higher in algebra. Both groups had test scores lower than the thirty-fifth percentile of GC norms (Brothen, 1981). (Table/Figure III-XVII)

- And finally, TRIO students report lower self esteem than control group students, with an average of 3.49 on a five point scale compared to 3.5 for control group students, with 1 = low self esteem and 5 = high self esteem (Table/Figure III-XVII).

## Discussion

While an effort was made to provide a control group that was similar in background to TRIO students by selecting a control group of TRIO-eligible students who did not receive special services, there are in fact some striking differences between these two groups. TRIO students come from backgrounds which do not normally lend themselves to success in higher education. They are older, many are minority students, most receive financial aid, some did not complete high school, a fair number received GEDs rather than the more traditional high school graduation. These students begin the year with lower aspirations, lower opinions of their own preparedness for college, lower self esteem, lower placement scores and greater counseling and special needs.

The make-up of the TRIO group is influenced by the type of students who voluntarily apply for special services. The groups include many Asian students, single parents, learning disabled students, and physically disabled students. The low placement scores in English reflect the high concentration of non-native speakers. Higher math scores can also be attributed to this Asian population.

Chapter IV summarizes the academic progress of the students described in this section.

TABLE III-I

Number of Students Completing the General College Student Survey (GCSS)
1982-83

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Total Students | 85 | 69 | 65 | 51 | 44 | 270 |
| Number Completed GCSS | 58 | 57 | 41 | 24 | 42 | 180 |
| Percent Completed GCSS | 68% | 83% | 63% | 47% | 95% | 67% |

FIGURE III-I

NUMBER OF STUDENTS COMPLETING THE GENERAL COLLEGE STUDENT SURVEY

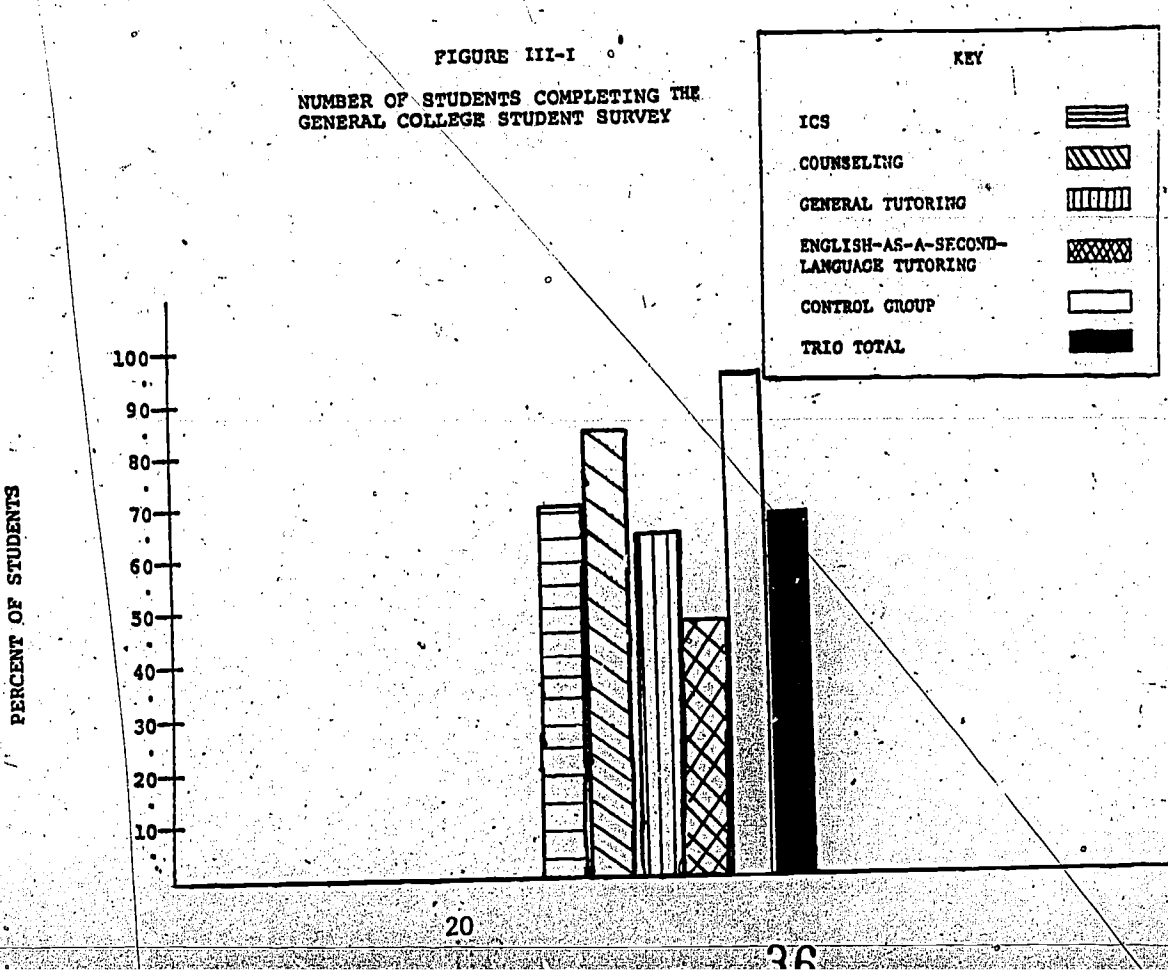


TABLE III-II

Age of Students

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Total Students (N) | 57 | 57 | 41 | 24 | 42 | 179 |
| Average Age ($\bar{X}$) | 21.5 | 24.2 | 20.7 | 23.2 | 20.1 | 22.4 |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-II

AGE OF STUDENTS

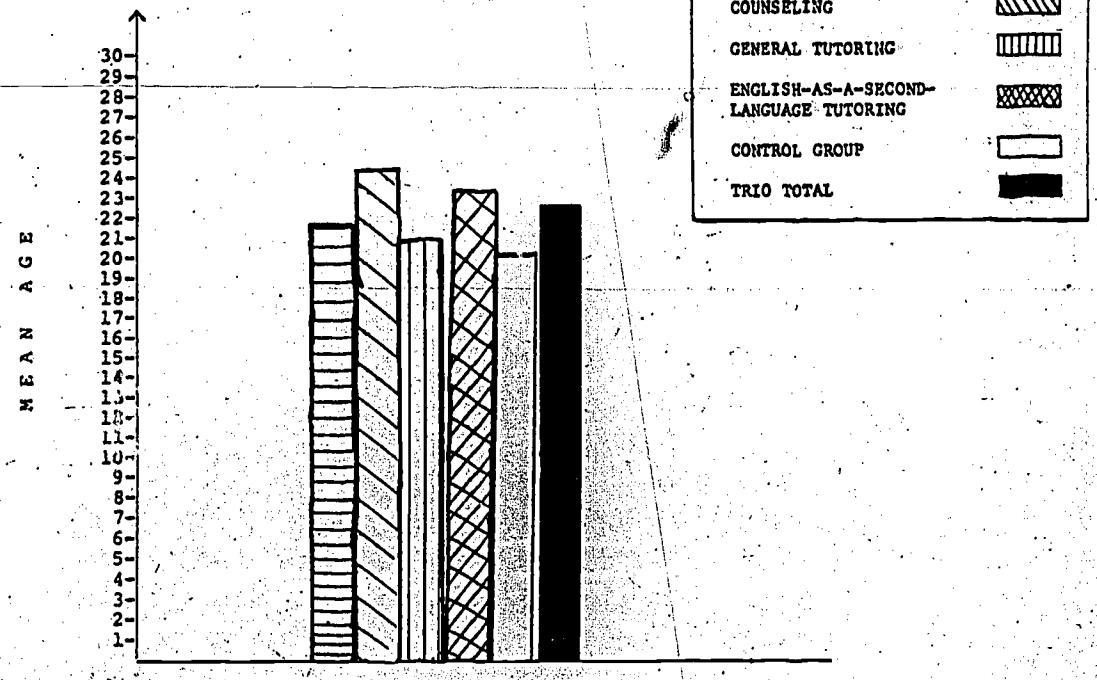


TABLE III-III.

Sex of Students



| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second Language Tutoring N | English-As-a-Second Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Female | 27 | 47% | 36 | 63% | 12 | 30% | 3 | 13% | 16 | 38% | 78 | 44% |
| Male | 31 | 53% | 21 | 37% | 28 | 70% | 20 | 87% | 26 | 62% | 100 | 56% |
| Total | 58 | | 57 | | 40 | | 23 | | 42 | | 178 | |

Note: Figures based on students completing the GC Student Survey only, missing data are excluded from calculations.

FIGURE III-III

SEX OF STUDENTS

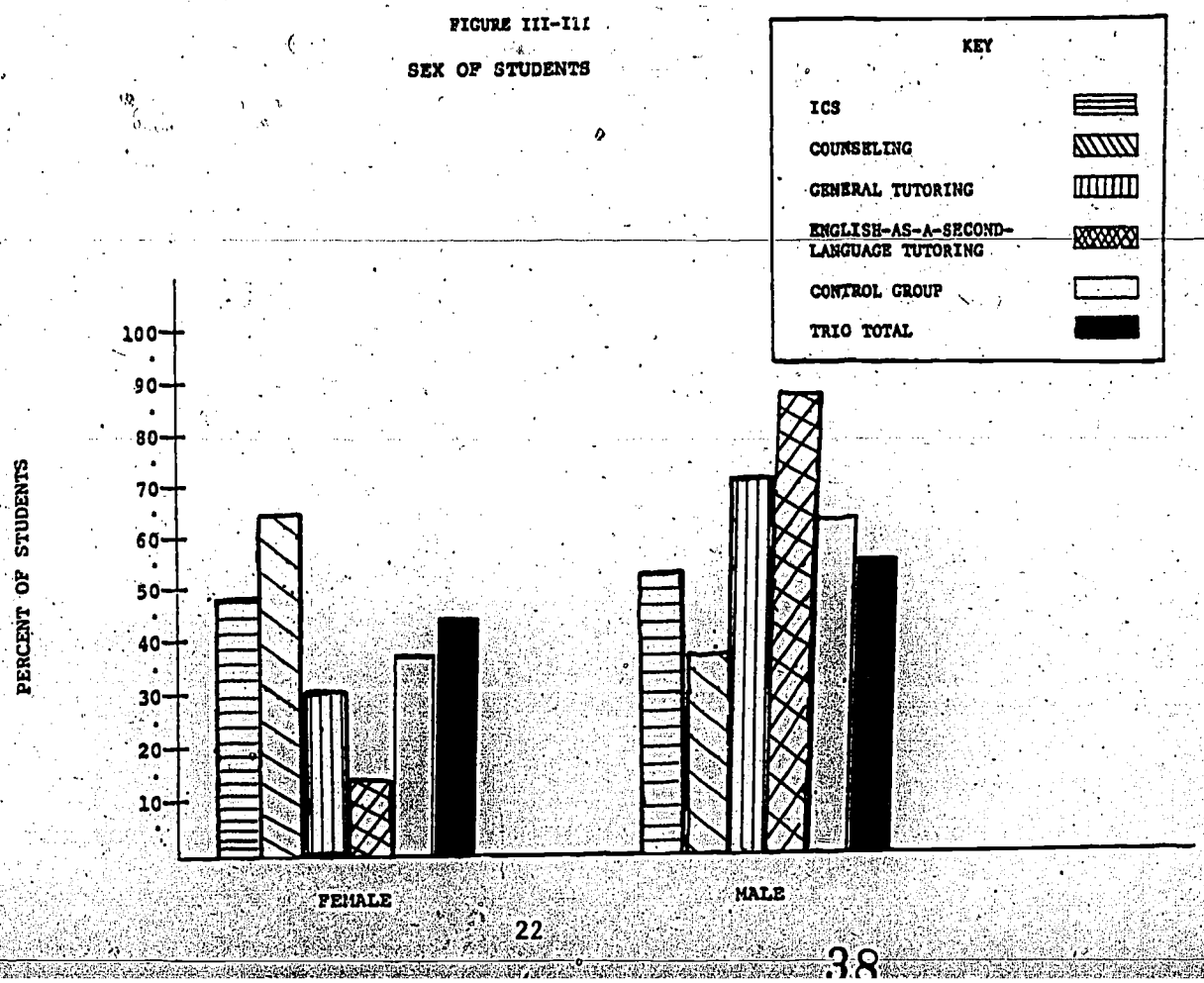


TABLE III-IV

Ethnic Background of Students

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-A-Second-Language Tutoring N | English-As-A-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% | 1 | 3% | 3 | less than 1% |
| Asian American | 0 | 0% | 5 | 9% | 32 | 80% | 24 | 100% | 1 | 3% | 61 | 34% |
| Black (non-Hispanic) | 6 | 10% | 13 | 22% | 3 | 8% | 0 | 0% | 1 | 3% | 22 | 12% |
| Hispanic | 1 | 2% | 2 | 4% | 1 | 3% | 0 | 0% | 4 | 10% | 4 | 2% |
| Caucasian (non-Hispanic) | 49 | 84% | 35 | 61% | 4 | 10% | 0 | 0% | 33 | 83% | 88 | 49% |
| Other | 2 | 3% | 1 | 2% | 1 | 3% | 0 | 0% | 0 | 0% | 4 | 2% |
| Total | 58 | | 57 | | 41 | | 24 | | 40 | | 180 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-IV

ETHNIC BACKGROUND OF STUDENTS

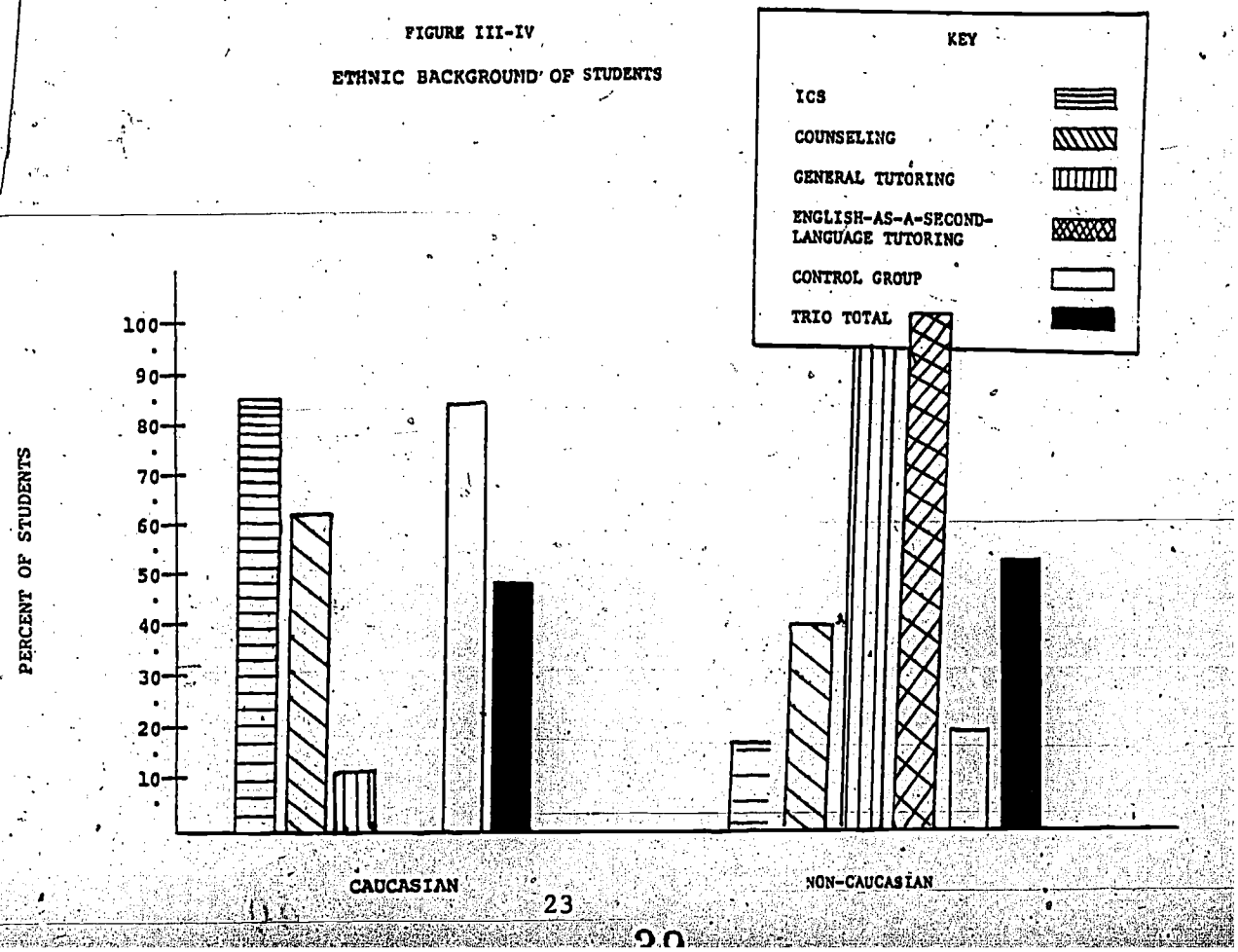


TABLE III-V

Students Receiving Financial Aid

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a Second-Language Tutoring N | English-As-a Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | 49 | 86% | 51 | 89% | 36 | 88% | 24 | 100% | 22 | 52% | 160 | 89% |
| No | 8 | 14% | 6 | 11% | 5 | 12% | 0 | 0% | 20 | 48% | 19 | 11% |
| Total | 57 | | 57 | | 41 | | 24 | | 42 | | 179 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-V

STUDENTS RECEIVING FINANCIAL AID

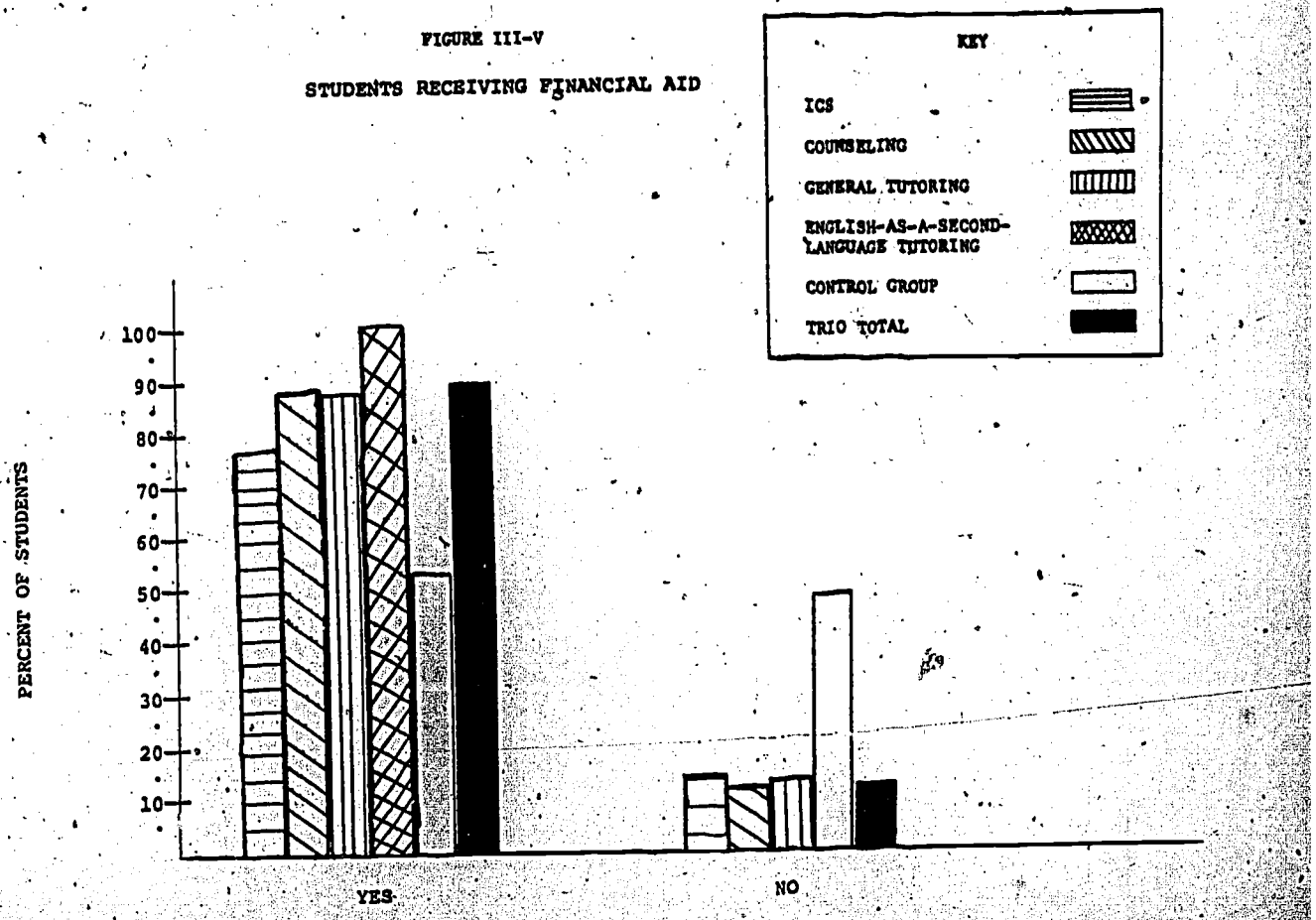


TABLE III-VI

Students Working While Attending College

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No | 10 | 18% | 20 | 36% | 9 | 22% | 9 | 38% | 10 | 24% | 48 | 27% |
| Yes, 1-10 Hr./Wk. | 11 | 19% | 6 | 11% | 8 | 14% | 5 | 21% | 10 | 24% | 30 | 17% |
| Yes, 11-20 Hr./Wk. | 17 | 30% | 14 | 25% | 11 | 20% | 5 | 21% | 12 | 29% | 47 | 26% |
| Yes, 21-35 Hr./Wk. | 6 | 11% | 5 | 9% | 3 | 7% | 2 | 8% | 6 | 14% | 16 | 9% |
| Yes, 36 or more Hr./Wk. | 2 | 4% | 1 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 2% |
| Not Sure | 11 | 19% | 10 | 18% | 10 | 18% | 3 | 1% | 4 | 10% | 34 | 19% |
| Total | 57 | | 56 | | 41 | | 24 | | 42 | | 178 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-VI

STUDENTS WORKING WHILE ATTENDING COLLEGE

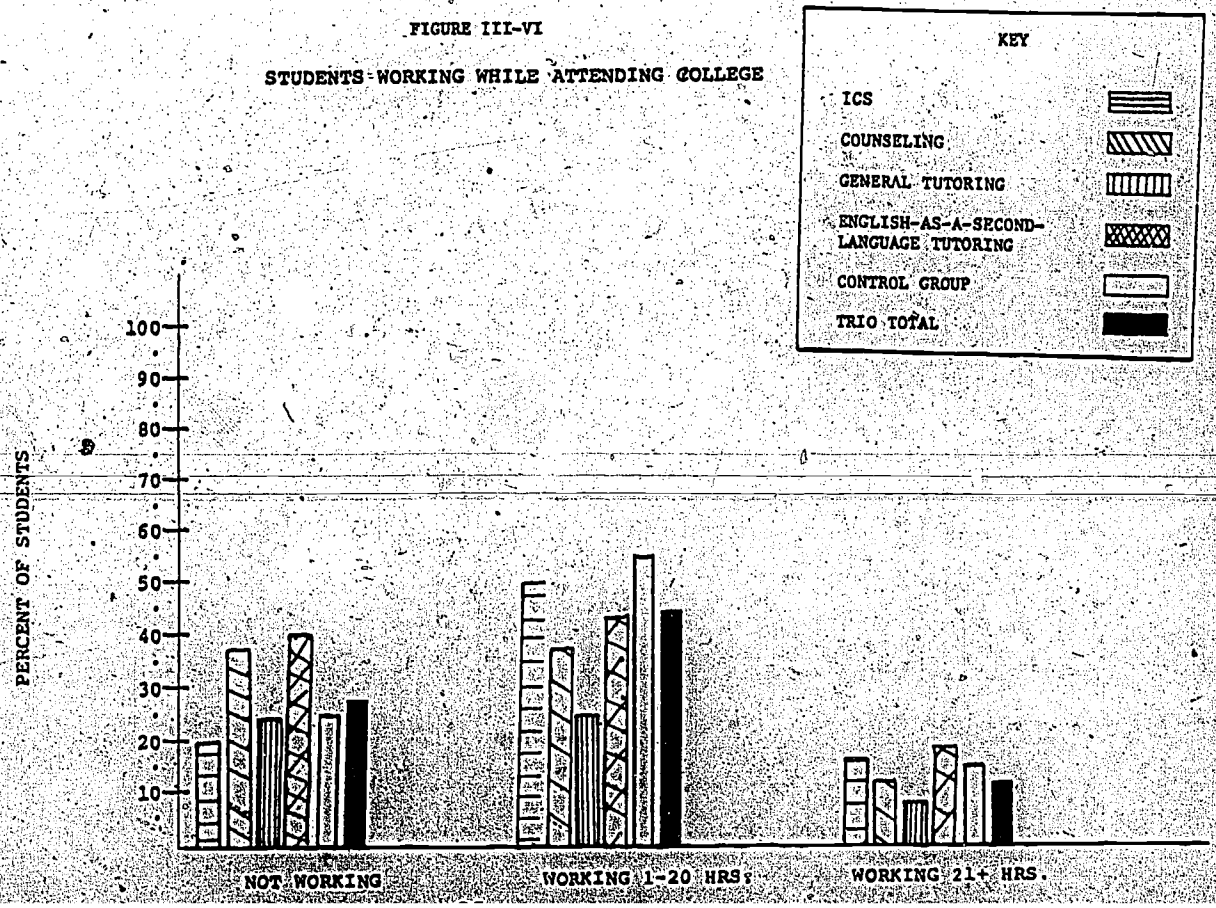


TABLE III-VII

Students' Transfer Plans from General College

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second Language Tutoring N | English-As-a-Second Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No, do not plan to transfer | 10 | 17% | 6 | 11% | 2 | 5% | 2 | 8% | 2 | 5% | 20 | 11% |
| Yes, to college within the University | 36 | 62% | 36 | 63% | 28 | 68% | 18 | 75% | 30 | 71% | 118 | 66% |
| Yes, to another college outside the University | 0 | 0% | 1 | 2% | 2 | 5% | 0 | 0% | 2 | 5% | 3 | 2% |
| Not sure | 12 | 21% | 14 | 25% | 9 | 22% | 4 | 17% | 8 | 19% | 39 | 22% |
| Total | 58 | | 57 | | 41 | | 24 | | 42 | | 180 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-VII

STUDENTS' TRANSFER PLANS FROM GENERAL COLLEGE

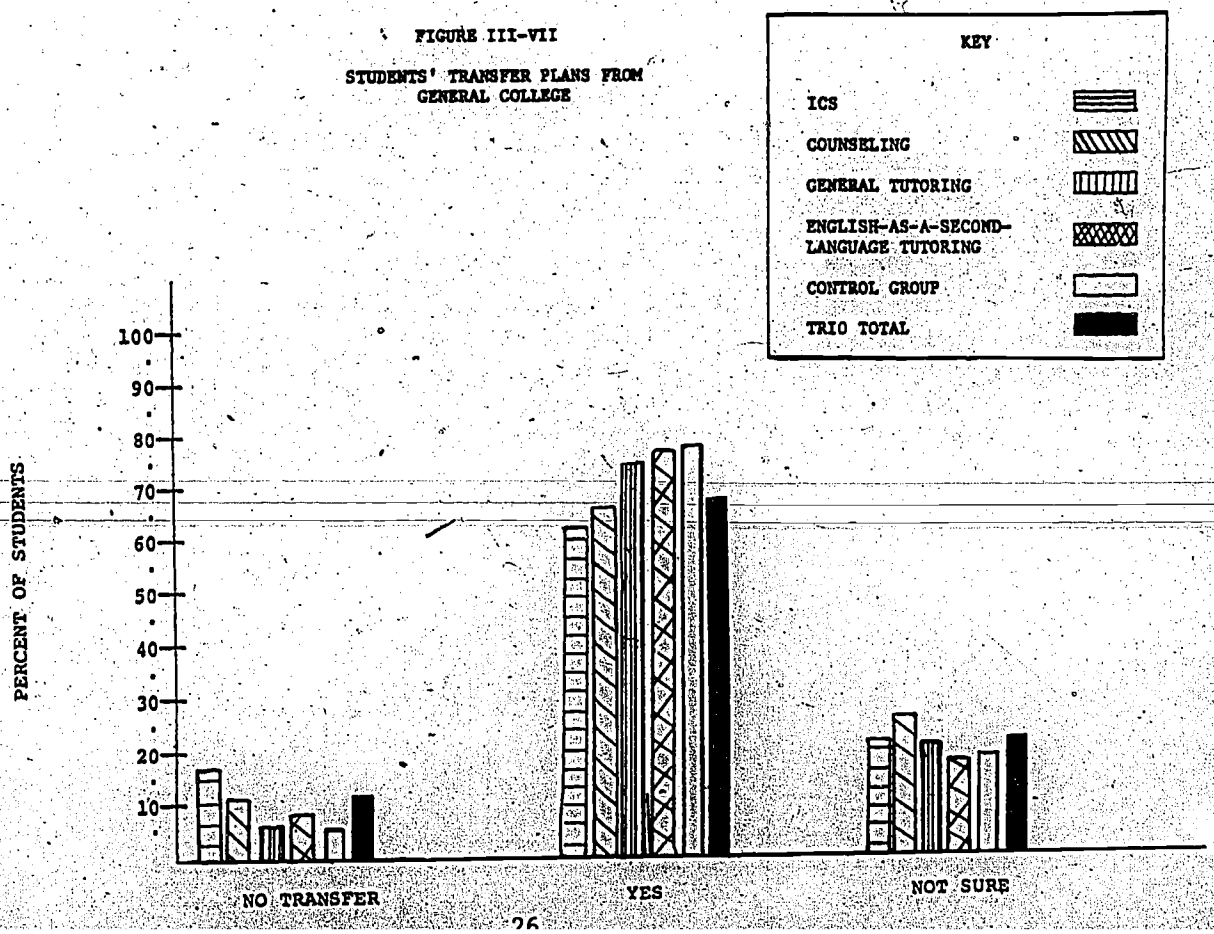


TABLE III-VIII

Students' Highest Grade Completed Before Enrolling in General College

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Eighth grade or less | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Some high school | 2 | 3% | 2 | 4% | 1 | 2% | 2 | 8% | 0 | 0% | 7 | 4% |
| High school graduation | 43 | 74% | 28 | 49% | 30 | 53% | 13 | 54% | 31 | 74% | 114 | 63% |
| GED diploma | 4 | 7% | 8 | 14% | 1 | 2% | 1 | 4% | 2 | 5% | 14 | 8% |
| One year or less of college | 5 | 9% | 11 | 19% | 6 | 11% | 3 | 13% | 4 | 10% | 25 | 14% |
| Two years or more of college | 1 | 2% | 7 | 12% | 2 | 4% | 3 | 13% | 0 | 0% | 13 | 7% |
| Other | 3 | 5% | 1 | 2% | 1 | 2% | 2 | 8% | 5 | 12% | 7 | 4% |
| Total | 58 | | 57 | | 41 | | 24 | | 42 | | 180 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-VIII

STUDENTS' HIGHEST GRADE COMPLETED
BEFORE ENROLLING IN GENERAL COLLEGE

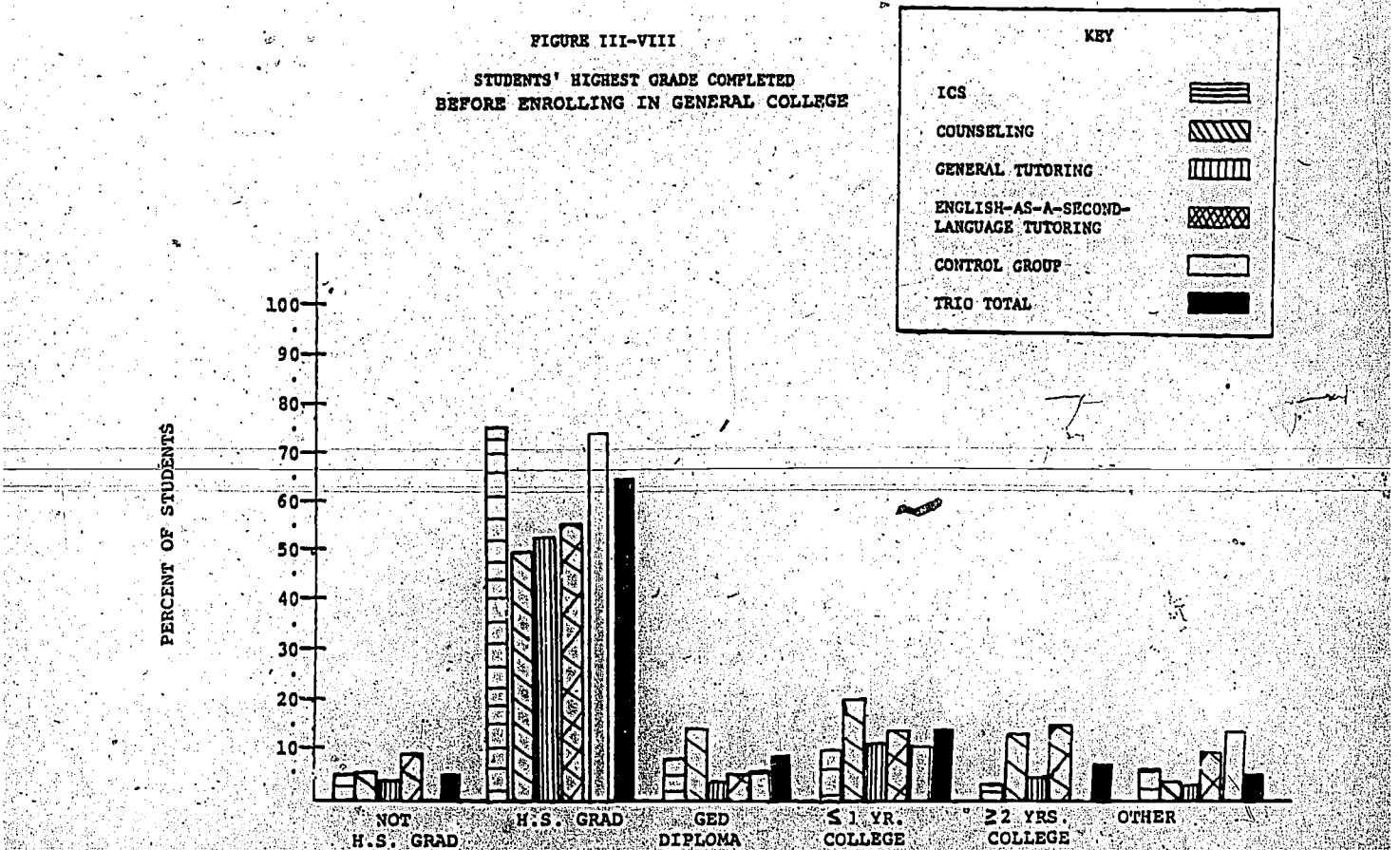


TABLE III-IX

Years Since Students Last Attended Any School

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Less than 1 year | 24 | 41% | 22 | 39% | 12 | 29% | 5 | 21% | 28 | 67% | 63 | 35% |
| 1-2 years | 15 | 26% | 8 | 14% | 9 | 22% | 5 | 21% | 8 | 19% | 37 | 21% |
| 3-5 years | 9 | 16% | 8 | 14% | 8 | 20% | 6 | 25% | 4 | 10% | 31 | 17% |
| 6-10 years | 5 | 9% | 10 | 18% | 5 | 12% | 3 | 13% | 1 | 2% | 23 | 13% |
| More than 10 years | 5 | 9% | 9 | 16% | 7 | 17% | 5 | 21% | 1 | 2% | 26 | 14% |
| Total | 58 | | 57 | | 41 | | 24 | | 42 | | 180 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-IX

YEARS SINCE STUDENT LAST ATTENDED ANY SCHOOL

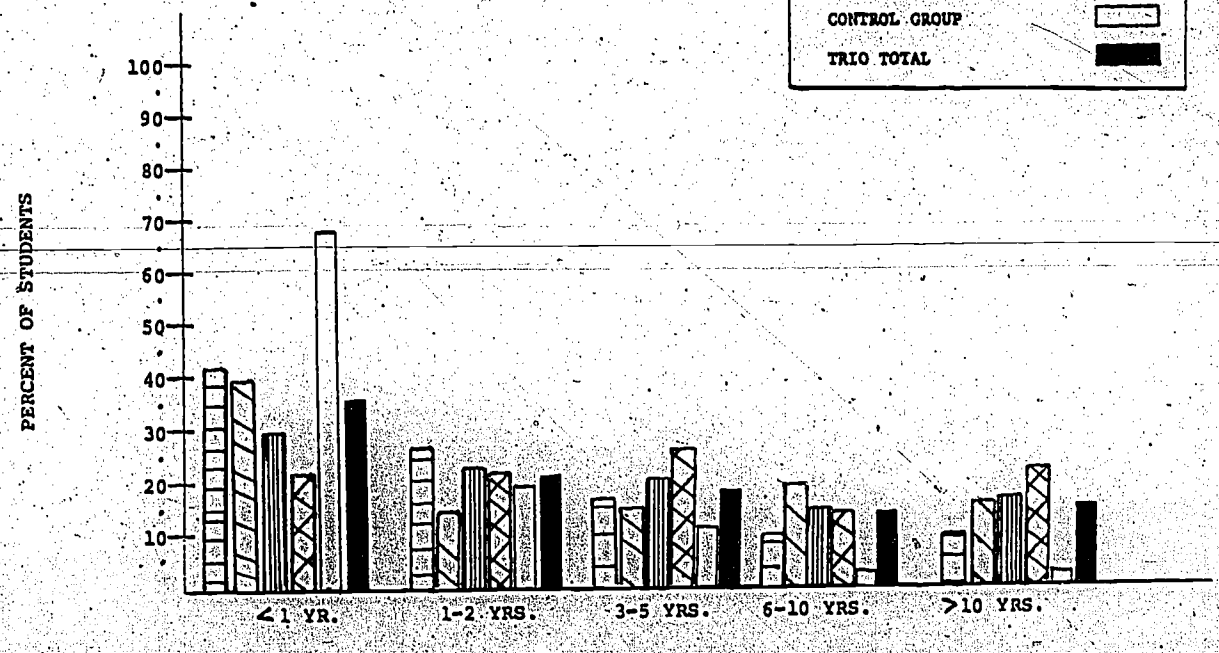


TABLE III-X

Highest Academic Degree to Which Students Aspire

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| None | 7 | 13% | 3 | 5% | 2 | 5% | 3 | 13% | 2 | 5% | 15 | 9% |
| Certificate (less than Associate) | 4 | 7% | 0 | 0% | 2 | 5% | 0 | 0% | 0 | 0% | 6 | 3% |
| Associate Degree | 12 | 21% | 4 | 7% | 3 | 8% | 0 | 0% | 3 | 8% | 19 | 11% |
| Bachelors Degree | 14 | 25% | 30 | 54% | 21 | 53% | 13 | 54% | 22 | 55% | 78 | 44% |
| Masters Degree | 12 | 21% | 15 | 27% | 9 | 23% | 6 | 25% | 9 | 23% | 42 | 24% |
| Doctorate | 7 | 13% | 4 | 7% | 3 | 8% | 2 | 8% | 4 | 10% | 16 | 9% |
| Total | 56 | | 56 | | 40 | | 24 | | 40 | | 176 | |

NOTE: Figures based on students completing the GC Student Survey only; missing data excluded from calculations.

FIGURE III-X

HIGHEST ACADEMIC DEGREE TO WHICH STUDENTS ASPIRE

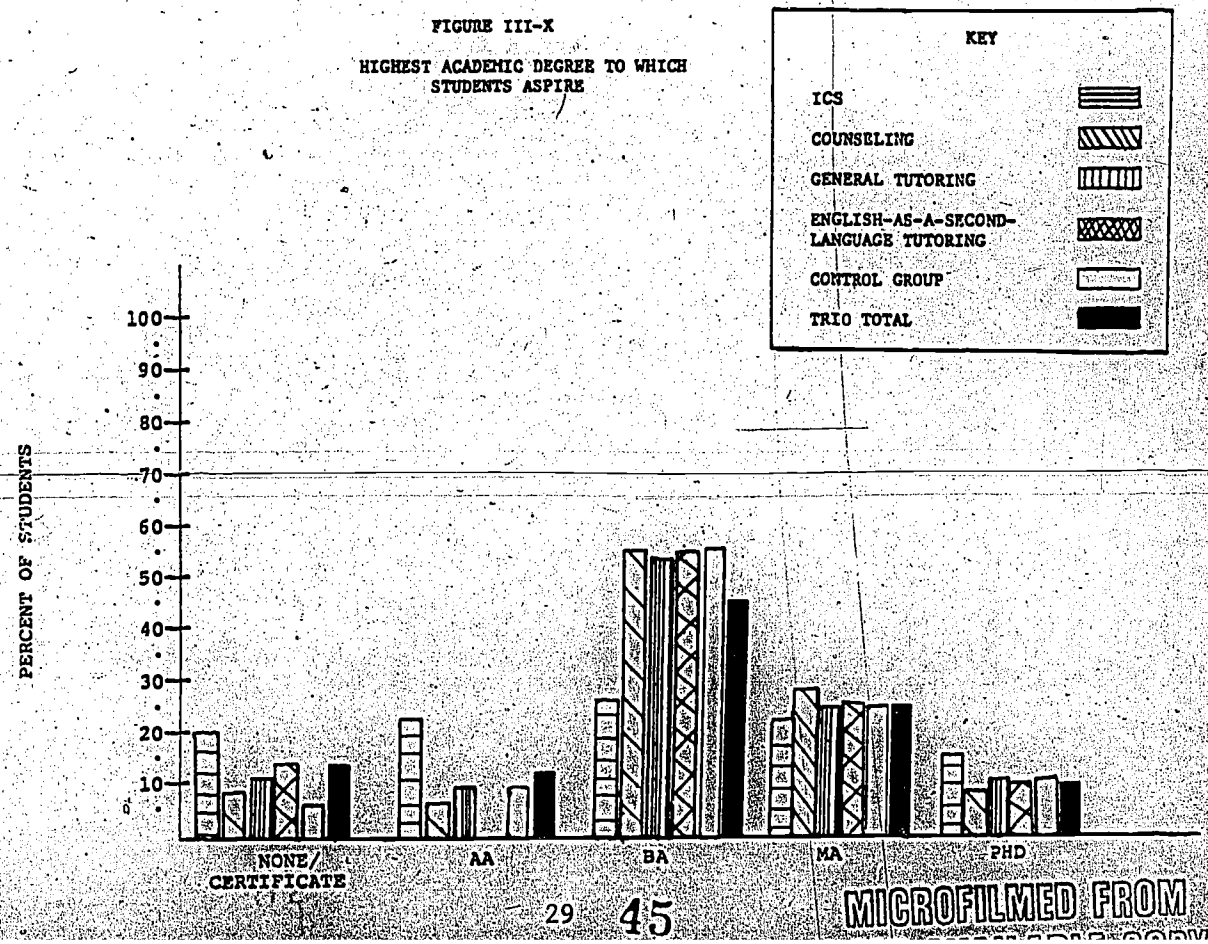


TABLE III-XI

Mean ($\bar{X}$) Self Assessment of Academic and Non-Academic Skills on a 3-Point Rating Scale

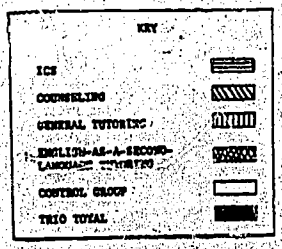
3 = very well prepared
2 = fairly well prepared
1 = not well prepared

| | ICS N=58 | Counseling N=55 | General Tutoring N=37 | English-As-a-Second Language Tutoring N=24 | Control Group N=42 | TRIO Total N=179 |
|---|---|---|---|---|---|---|
| Mathematics skills | 1.59 | 1.76 | 2.35 | 2.25 | 1.88 | 1.90 |
| Writing skills | 1.91 | 2.59 | 1.68 | 1.75 | 1.98 | 1.90 |
| Reading skills | 2.09 | 2.25 | 1.86 | 1.74 | 2.19 | 2.05 |
| Study skills | 1.64 | 1.96 | 1.74 | 1.63 | 2.00 | 1.76 |
| Music and artistic skills | 1.72 | 1.80 | 1.58 | 1.39 | 1.64 | 1.67 |
| Library | 1.62 | 1.78 | 1.72 | 1.48 | 1.90 | 1.67 |
| Time management | 1.10 | 1.91 | 1.86 | 1.92 | 2.07 | 1.60 |
| Science | 1.64 | 1.76 | 1.86 | 1.91 | 2.10 | 1.76 |
| History, social science | 1.88 | 1.91 | 1.64 | 1.74 | 2.05 | 1.82 |
| Art, music, litarature appreciation | 1.79 | 1.96 | 1.81 | 1.48 | 1.83 | 1.82 |
| Decision making skills | 1.90 | 2.13 | 2.17 | 1.96 | 1.64 | 2.04 |
| Career and college major plans | 1.81 | 2.19 | 2.03 | 1.82 | 2.29 | 1.98 |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-XI
MEAN ($\bar{X}$) SELF ASSESSMENT OF ACADEMIC AND NON-ACADEMIC SKILLS ON A 3-POINT RATING SCALE

3 = very well prepared
2 = fairly well prepared
1 = not well prepared



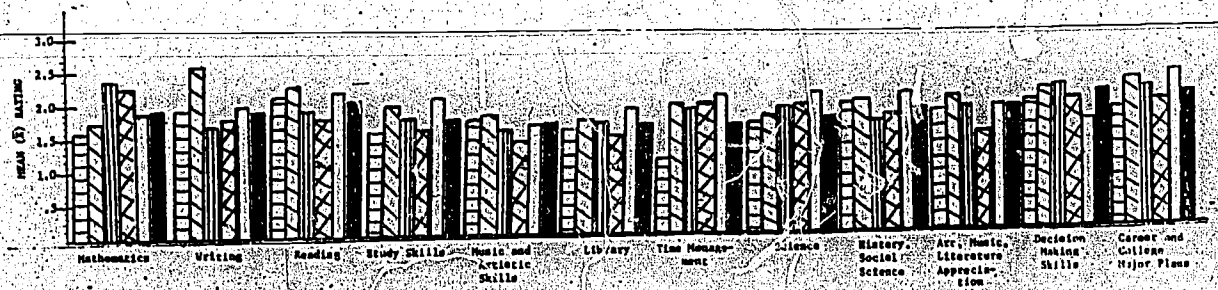



TABLE III-XII

Student Self-Report of Anticipated Counseling Needs
(Student indicated as many needs as applied)

| | ICS (N=58) | | Counseling (N=57) | | General Tutoring (N=41) | | English-As-a-Second-Language Tutoring (N=24) | | Control Group (N=42) | | TRIO Total (N=180) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Financial | 32 | 55% | 34 | 60% | 25 | 61% | 19 | 79% | 12 | 29% | 110 | 61% |
| Family | 6 | 10% | 5 | 9% | 4 | 10% | 3 | 13% | 1 | 2% | 18 | 10% |
| Study skills | 34 | 59% | 31 | 54% | 24 | 59% | 18 | 75% | 22 | 52% | 107 | 60% |
| Career and educational planning | 33 | 57% | 32 | 56% | 20 | 49% | 15 | 63% | 20 | 48% | 82 | 46% |
| Making friends | 8 | 14% | 6 | 11% | 14 | 34% | 8 | 33% | 2 | 5% | 36 | 20% |
| Marriage or couples | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% |
| General stress reduction | 12 | 21% | 11 | 19% | 4 | 10% | 2 | 8% | 7 | 17% | 36 | 20% |
| Chemical dependency (drugs or alcohol) | 1 | 2% | 1 | 2% | 2 | 5% | 1 | 4% | 1 | 2% | 5 | 3% |
| Test or speech anxiety | 9 | 16% | 6 | 11% | 8 | 20% | 5 | 21% | 7 | 17% | 28 | 16% |
| Other | 2 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 1% |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-XII

STUDENT SELF REPORT OF ANTICIPATED COUNSELING NEEDS

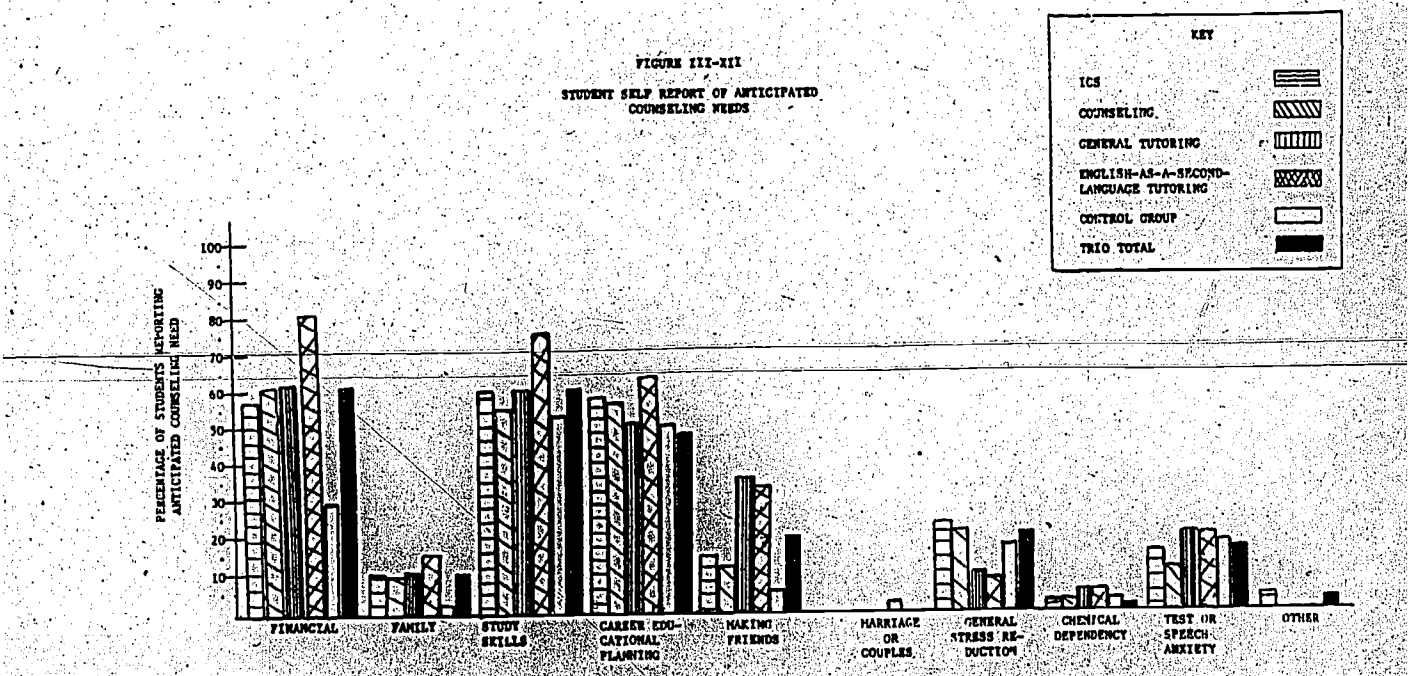


TABLE III-XIII

Student Majors

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Undecided | 15 | 26% | 15 | 27% | 7 | 18% | 2 | 8% | 11 | 26% | 42 | 23% |
| Business | 11 | 19% | 8 | 14% | 1 | 3% | 2 | 8% | 3 | 7% | 22 | 12% |
| Humanities | 4 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 7% | 4 | 2% |
| Social Science | 4 | 7% | 5 | 9% | 1 | 3% | 1 | 3% | 2 | 5% | 11 | 6% |
| Math or Science | 8 | 14% | 12 | 21% | 23 | 61% | 16 | 42% | 10 | 24% | 59 | 33% |
| Medical Science | 6 | 10% | 4 | 7% | 4 | 11% | 2 | 8% | 6 | 14% | 16 | 9% |
| Education | 5 | 9% | 4 | 7% | 0 | 0% | 0 | 0% | 1 | 2% | 9 | 5% |
| Other | 5 | 9% | 8 | 14% | 2 | 5% | 1 | 3% | 6 | 14% | 16 | 9% |
| Total | 58 | | 56 | | 38 | | 24 | | 42 | | 179 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-XIII

STUDENT MAJORS

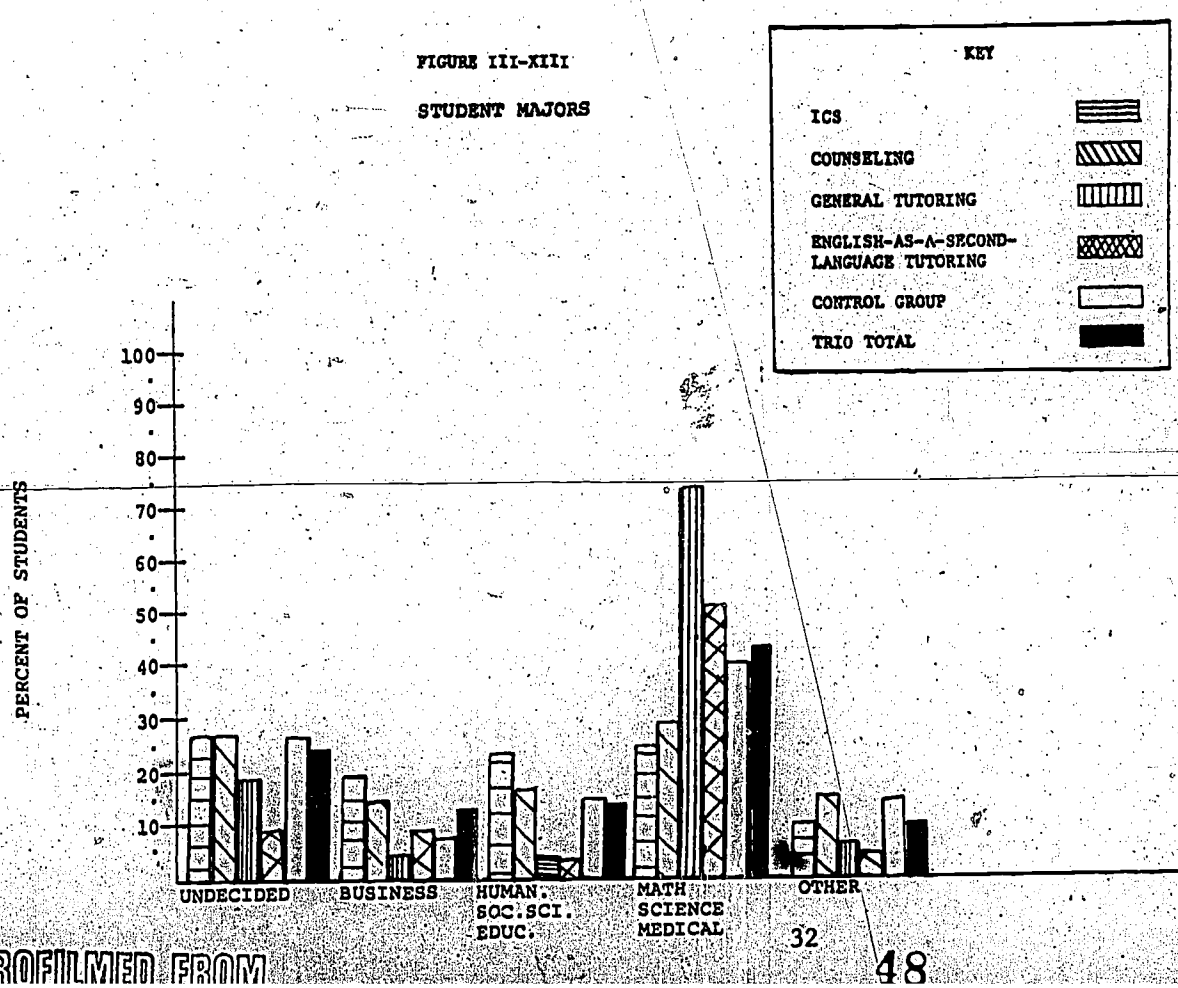


TABLE III-XIV

Mother's Educational Level

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8th Grade or less | 5 | 9% | 6 | 11% | 17 | 47% | 8 | 35% | 2 | 5% | 36 | 21% |
| Some high school | 4 | 7% | 8 | 14% | 9 | 25% | 5 | 22% | 0 | 0% | 26 | 15% |
| GED or high school grad | 23 | 42% | 25 | 45% | 4 | 11% | 6 | 26% | 21 | 53% | 58 | 34% |
| Some college | 11 | 20% | 6 | 11% | 3 | 8% | 2 | 9% | 8 | 20% | 22 | 13% |
| Post high school/ Voc Tech | 5 | 9% | 8 | 14% | 1 | 3% | 1 | 4% | 6 | 15% | 15 | 9% |
| BA/BS | 6 | 11% | 2 | 4% | 1 | 3% | 0 | 0% | 2 | 5% | 9 | 5% |
| Masters | 1 | 2% | 1 | 2% | 1 | 3% | 0 | 0% | 1 | 3% | 3 | 2% |
| Doctorate | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 1 | 1% |
| Total | 55 | | 56 | | 36 | | 23 | | 40 | | 170 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-XIV

MOTHER'S EDUCATIONAL LEVEL

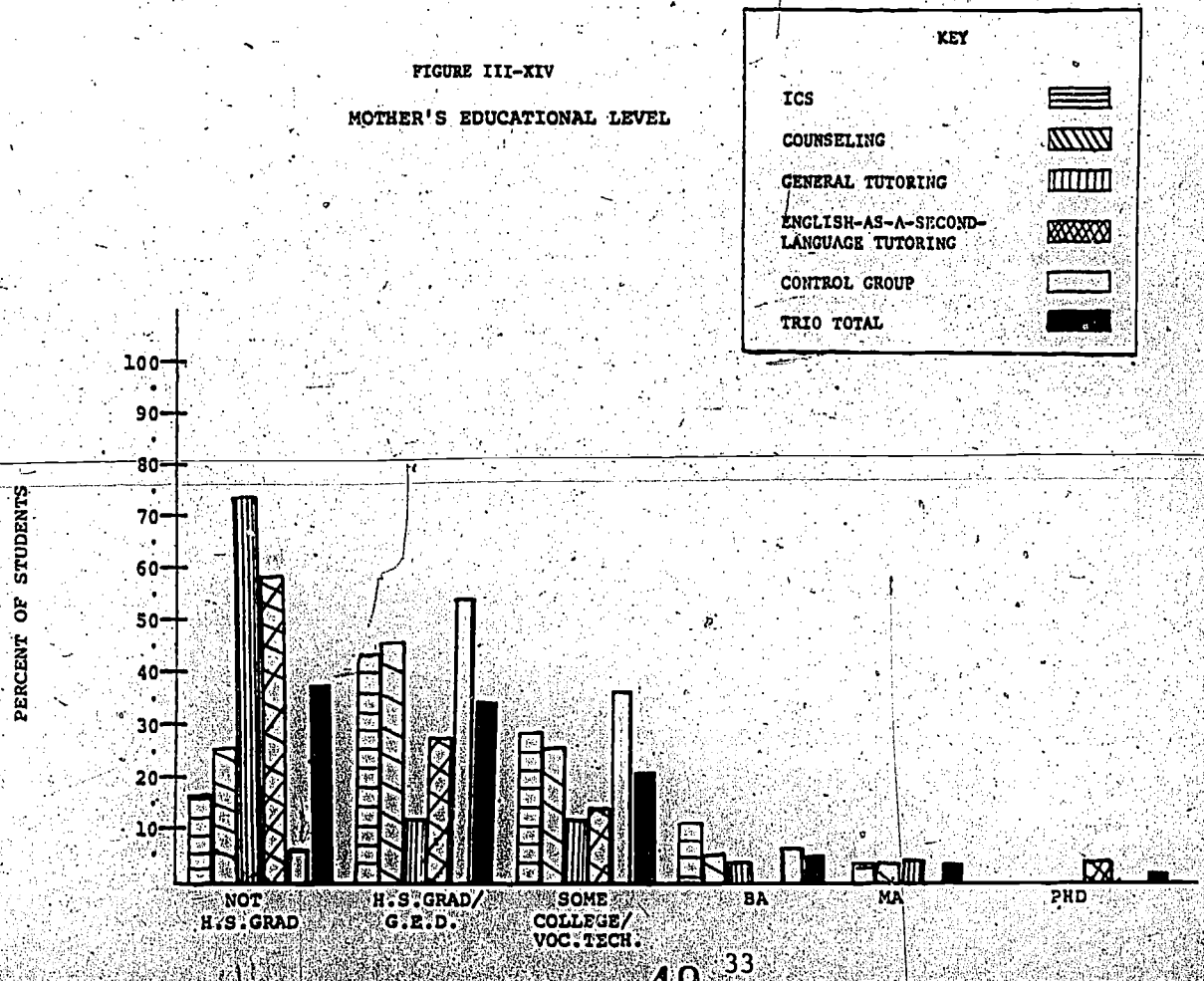


TABLE III-XV

Father's Educational Level

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8th Grade or less | 9 | 18% | 6 | 12% | 11 | 31% | 7 | 32% | 1 | 3% | 33 | 21% |
| Some high school | 5 | 10% | 10 | 20% | 6 | 17% | 2 | 9% | 0 | 0% | 23 | 14% |
| GED or high school grad | 15 | 29% | 19 | 37% | 7 | 20% | 8 | 36% | 12 | 38% | 49 | 31% |
| Some college | 9 | 18% | 4 | 8% | 3 | 9% | 1 | 5% | 10 | 31% | 17 | 11% |
| Post high school/ Voc Tech | 3 | 6% | 7 | 14% | 4 | 11% | 3 | 14% | 3 | 9% | 17 | 11% |
| BA/BS | 4 | 8% | 3 | 6% | 2 | 6% | 1 | 5% | 4 | 13% | 10 | 6% |
| Masters | 5 | 10% | 1 | 2% | 2 | 6% | 0 | 0% | 2 | 6% | 8 | 5% |
| Doctorate | 1 | 2% | 1 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 1% |
| Total | 51 | | 51 | | 35 | | 22 | | 32 | | 159 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

FIGURE III-XV

FATHER'S EDUCATIONAL LEVEL

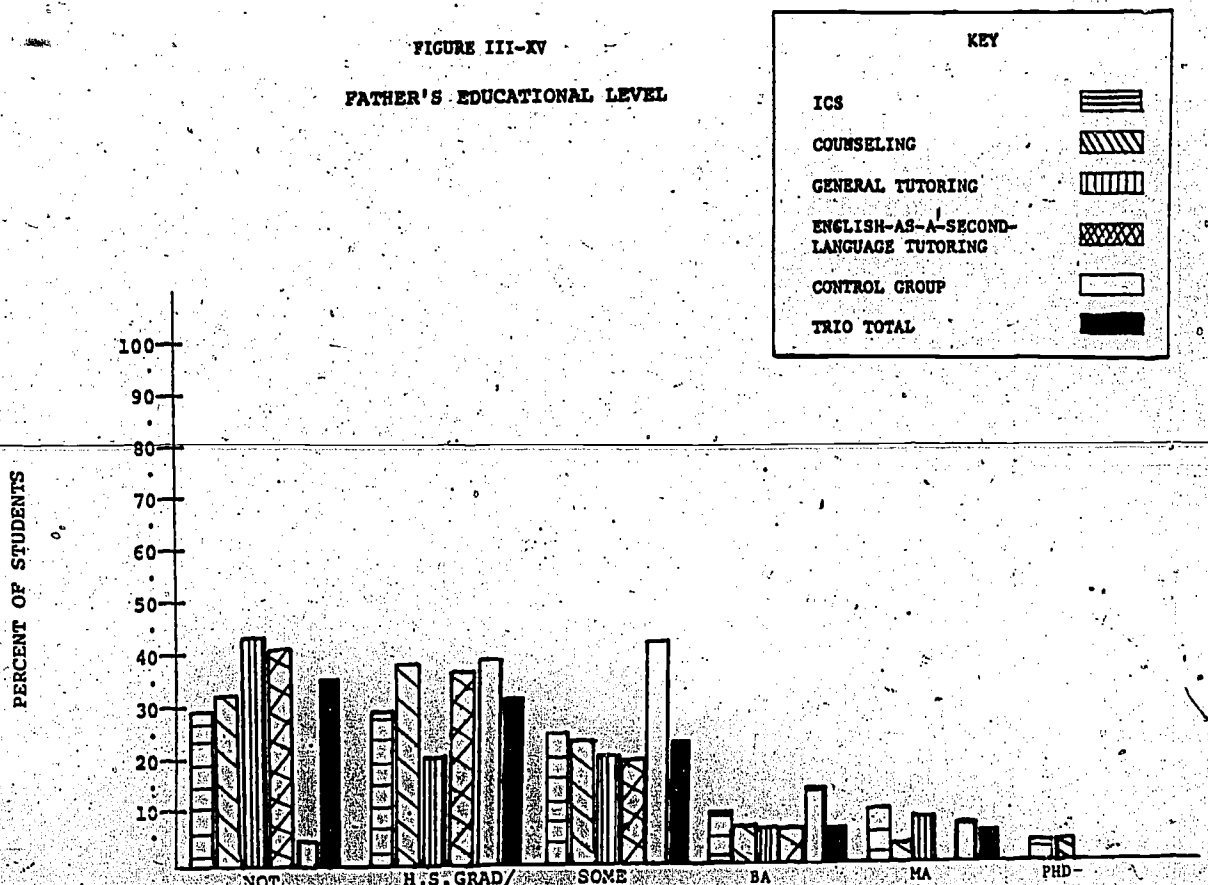


TABLE III-XVI

Student Self Report of Physical, Emotional, or Learning Disabilities

| | ICS N | ICS % | Counseling N | Counseling % | General Tutoring N | General Tutoring % | English-As-a-Second-Language Tutoring N | English-As-a-Second-Language Tutoring % | Control Group N | Control Group % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No disability reported | 49 | 84% | 39 | 70% | 38 | 93% | 21 | 100% | 39 | 93% | 147 | 87% |
| Have physical, emotional, or learning disability | 9 | 16% | 10 | 18% | 3 | 7% | 0 | 0% | 3 | 7% | 22 | 13% |
| Needs services for disability | 9 | 16% | 7 | 13% | 2 | 5% | 0 | 0% | 2 | 5% | 18 | 11% |
| Total | 58 | | 49 | | 41 | | 21 | | 42 | | 169 | |

Note: Figures based on students completing the GC Student Survey only; missing data are excluded from calculations.

Total = No disability reported + have disability. Some students reported disabilities, but did not require services.

FIGURE III-XVI

STUDENT SELF REPORT OF PHYSICAL, EMOTIONAL, OR LEARNING DISABILITIES

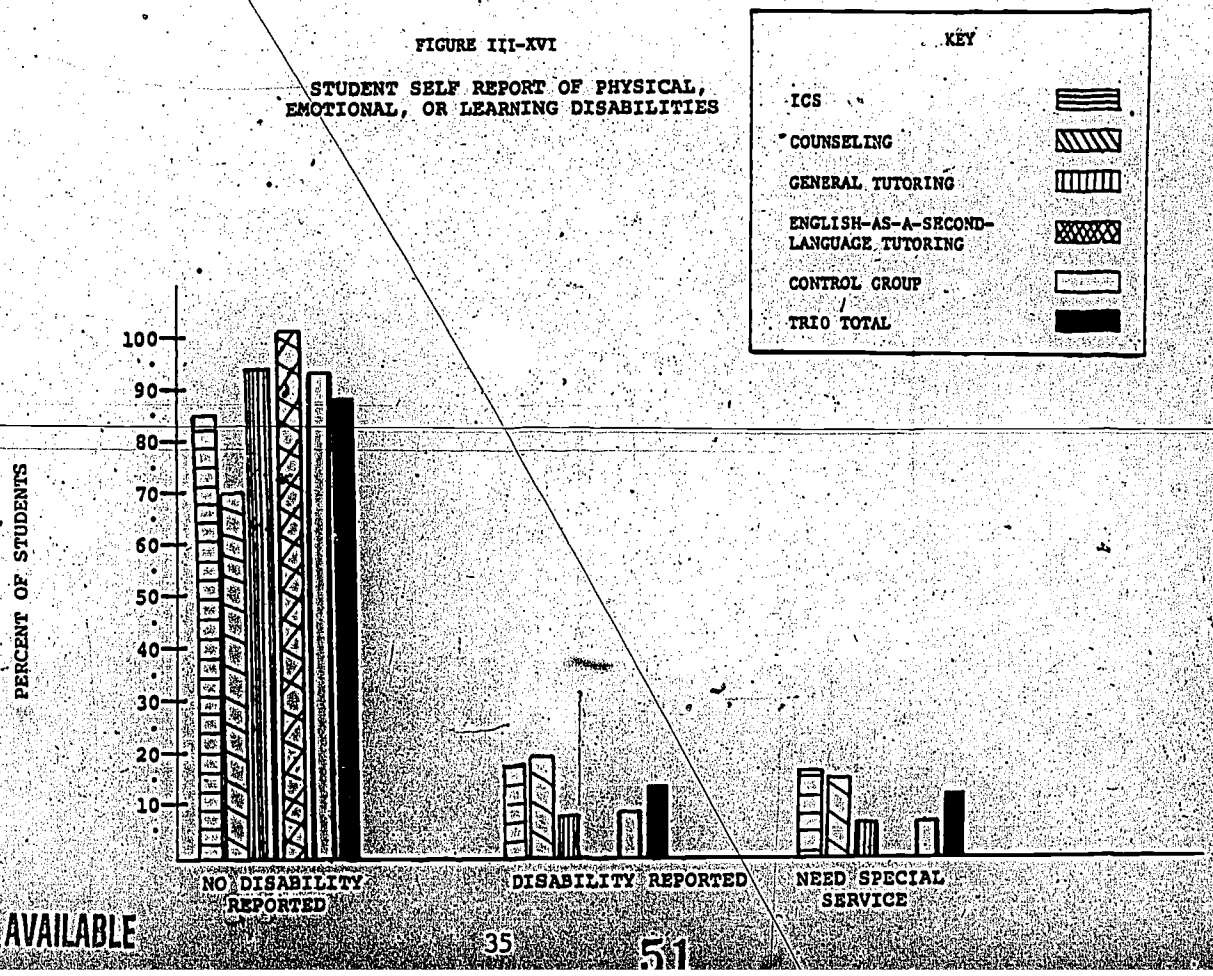


TABLE III-XVII

General College Placement Program Test Scores

| | ICS N-55 $\bar{X}$ | Counseling N=55 (Rdg./Writ.) N=53 (Math) $\bar{X}$ | General Tutoring N=30 $\bar{X}$ | English-As-a-Second-Language Tutoring N=32 $\bar{X}$ | Control Group N=38 $\bar{X}$ | TRIO Total N=192 (Rdg./Wr N=190 (Math) $\bar{X}$ |
|---|---|---|---|---|---|---|
| Reading (max. score=35) | 21.31 | 19.27 | 12.37 | 10.09 | 22.42 | 17.46 |
| Written English Expression (max. score=40) | 23.33 | 22.26 | 17.37 | 14.53 | 23.61 | 20.63 |
| Whole Numbers (max. score=7) | 5.45 | 5.55 | 5.27 | 5.53 | 5.44 | 5.46 |
| Arithmetic (max. score=25) | 13.55 | 17.68 | 17.10 | 19.91 | 16.10 | 16.33 |
| Algebra (max. score=20) | 8.56 | 8.55 | 12.53 | 13.66 | 9.74 | 10.04 |

FIGURE III-XVII

GENERAL COLLEGE PLACEMENT PROGRAM TEST SCORES

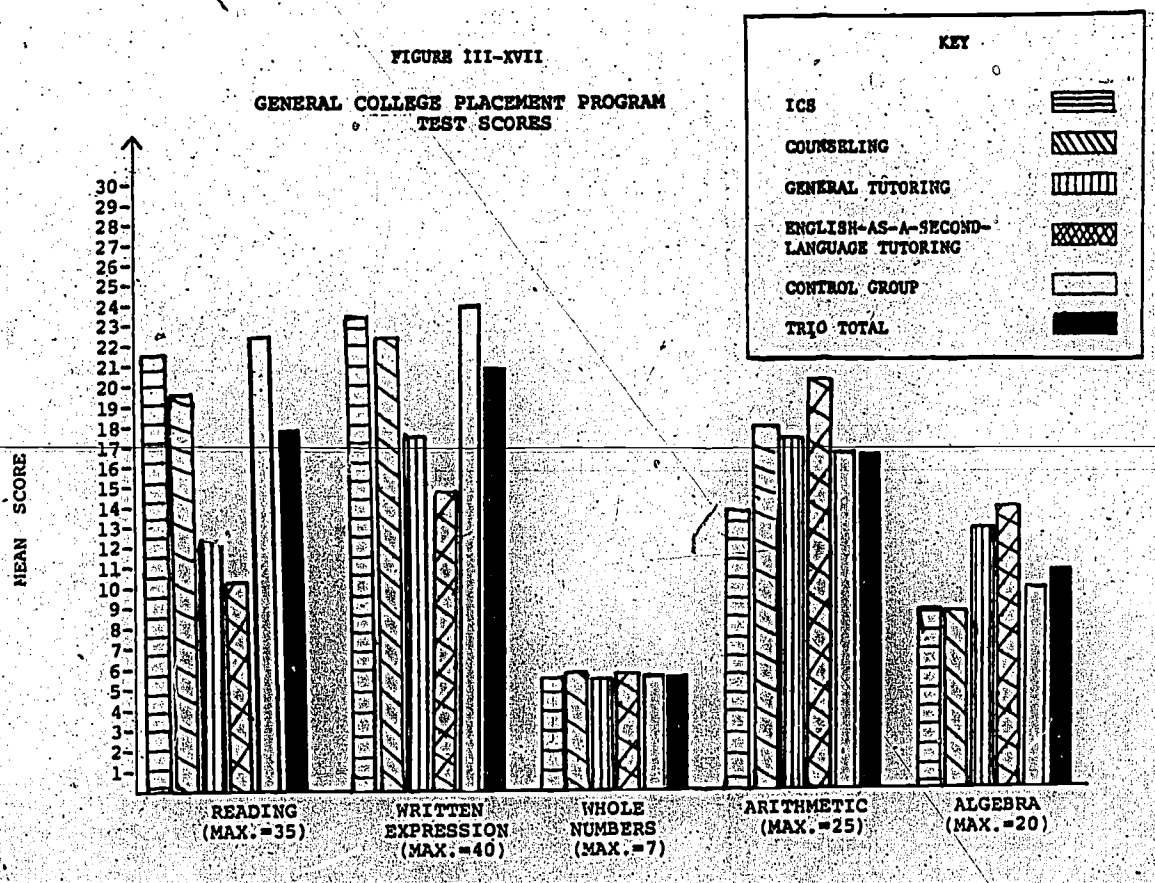


TABLE III-XVIII

Mean Scores on the Janis-Field Self Esteem Scale

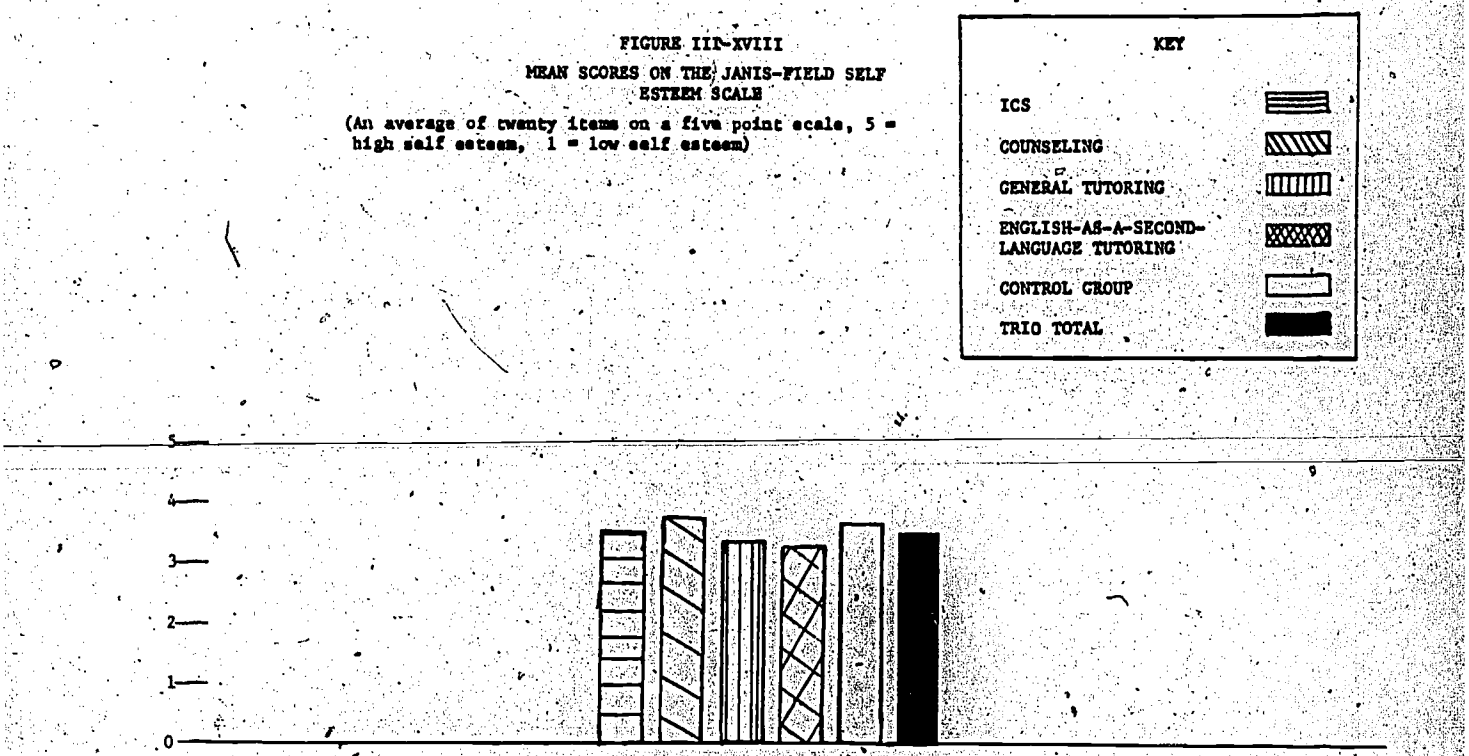
(a 20-item self rated questionnaire, each item using a 5-point scale where 5=high self esteem and 1=low self esteem)

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Total number of students | 85 | 69 | 63 | 51 | 44 | 268 |
| Number of students responding to survey | 66 | 54 | 37 | 26 | 39 | 183 |
| Percent responding to survey | 78% | 78% | 59% | 51% | 89% | 68% |
| Mean score | 3.58 | 3.72 | 3.31 | 3.27 | 3.65 | 3.49 |

FIGURE III-XVIII

MEAN SCORES ON THE JANIS-FIELD SELF ESTEEM SCALE

(An average of twenty items on a five point scale, 5 = high self esteem, 1 = low self esteem)



# CHAPTER IV
# STUDENT OUTCOMES

## Introduction

The primary questions of interest in this evaluation are:

1) Did TRIO students stay in school? and
2) Were they successful in school?

To answer the first question, the overall retention rate for the program (the proportion of students who remained in school continuously from their entry into the program to the end of the year) is examined. The most widely used measures of academic success are the grade point average (GPA) and the proportion of completed credits for each student (credit completion ratio; CCR). These measures take into account not only the grade achieved, but also the number of credits attempted and passed during the academic year. These three traditional indicators of success: retention rate, CCR, and GPA, are explored in this section.

## Method

### Subjects

The subjects included in this study represent five groups. They are described in detail in Chapter III.

a) ICS Students--all students enrolled in the Integrated Course of Study (ICS) are included in this study.

b) Counseling Students--all General College freshmen who were eligible for Special Services (by low income, first generation college student, or handicapped students) and utilized the HELP Center counseling facilities two or more times during the academic year are included in this section.

Second and third year TRIO/Special Services students receiving counseling are also included in this group.

c) General Tutorial Group--all General College freshmen who were eligible for Special Services and made use of direct personal tutoring two or more times were included in the study. Some tutoring students also received counseling. Second and third year TRIO/Special Services students receiving tutoring are also included.

d) English-As-a-Second Language Tutoring--this group includes TRIO/Special Services eligible students who participated in a special tutorial/individual study in oral communication for English-as-a-second language students.

e) Control Group--a control group of 44 students was randomly selected from General College freshmen who were eligible for Special Services but did not participate in the TRIO program.

A TRIO total is reported on each variable collected which combines the ICS, General Tutoring, English-as-a-second language, and counseling groups so that TRIO students can more readily be compared to the control group.

Individual files are created and maintained for each student. These files contain the student demographic profiles described in Chapter III. The students are also tracked throughout the year on the following items:

1) courses and number of credits attempted each quarter,
2) courses and number of credits completed each quarter, and
3) grades received for those courses.

The source of this information is the official student transcript. These data are recorded quarterly and for the full academic year.

Calculating the Retention Rate

The retention rate is defined as the proportion of students in each group who remain registered continuously from their quarter of entry into the program until the end of the academic year. To be considered "retained," a student who enters in the Fall must register for and complete Fall, Winter, and Spring quarters and a student who begins Winter Quarter must register for and complete Winter and Spring quarters. Students attending Spring Quarter only are not included in this analysis.

A retention rate of 85 percent indicates that 85 percent of the students remained in school while 15 percent did not.

Calculating the Grade Point Average (GPA)

The University of Minnesota (UM) uses a 4-point grading system where A = 4 grade points, B = 3 grade points, C = 2 grade points, D = 1 grade point and N = 0 grade points. N is not a passing grade and credit is not given for classes where a grade of N is received. Unlike many universities, at UM, grades of N are not included in the grade point average. To make these data comparable to other university settings, GPAs are calculated in two ways, first with Ns excluded and secondly with Ns included.

For a three-credit course with a grade of B, nine grade points are given (3 credits x 3 grade points = 9 grade points). In order to compare the groups on grade points, a Group GPA (Ns excluded) is calculated by dividing the total number of grade points received by the group by the total number of credits completed with a passing grade (A - D). To include Ns, the total number of grade points received is divided by the total number of credits attempted by that group. Grades of S (S = pass on a pass/fail grading option), I (I = incomplete), and W (W = withdrawal) are excluded in both cases.

Calculating the Credit Completion Ratio (CCR)

Credit completion is calculated in two ways. The CCR 1 shows how many courses were completed, pass or fail. It is calculated by dividing the total number of credits for which a grade was received (A,B,C,D,S or N) in each group by the total number of credits attempted by that group. If 30 out of 40 credits attempted are completed, then the CCR = .75, indicating 75 percent of the credits are completed.

The CCR 2 is calculated by dividing the total number of credits receiving a passing grade (A,B,C,D or S) in each group by the total number of credits attempted by that group.

Classes officially withdrawn from are excluded.

## Results

### Retention Rates

The overall retention rates for each group are displayed in Table IV-I and Figure IV-I. The TRIO retention rate is 83 percent, compared to 86 percent for the control group. A Chi-square test for two independent samples (comparing TRIO with control students) was performed and the actual retention rates were not found to differ significantly from the expected retention rates ($\chi^2 < .001$).

It should be noted that within the TRIO program components, the ICS and counseling students were retained at 78 percent and 72 percent respectively, a much lower rate than the general tutoring and ESL tutoring students (93 percent and 94 percent respectively).

### Grade Point Average

The group GPAs (Ns excluded) are displayed in Table IV-II, Figure IV-II. A one way analysis of variance (ANOVA) found significant differences between the groups ($\alpha = .01$). The TRIO students had a higher GPA than the control group students, with TRIO students having a mean of 2.9 compared to 2.67 for the control. The tutoring and ESL students had the highest GPAs, 2.99 and 3.15 respectively, followed by the ICS students with a mean of 2.83. The counseling students received GPAs comparable to the control group. The General College GPA (Ns excluded, Romano, 1982) was 2.60.

The group GPAs (Ns included) are displayed in Table IV-III, Figure IV-III. An analysis of variance shows a significant difference between groups ($\alpha = .05$), though not as pronounced as with Ns excluded. The overall TRIO GPA was 2.59, control 2.38. Again, the tutoring and ESL students had the highest GPAs (2.86 and 3.03 respectively), with the ICS and counseling students having GPAs lower than the control (ICS = 2.29, counseling 2.28, control 2.38).

The General College GPA, Ns included, 1981-1982 (Romano, 1982), was 2.36.

## Credit Completion

The credit completion patterns were similar for TRIO and control groups. The findings are presented in Table IV-IV, Figure IV-IV.

On the whole, students completed 95 percent of their classes and passed 85 percent of the classes they attempted. In general, the ICS and counseling students both attempted and passed fewer credits than the tutoring, ESL, and control group students. Notably, the tutoring and ESL students passed 94 percent and 95 percent (respectively) of the credits they attempted during the academic year.

## Summary

On the whole, TRIO students fare as well or better than the control group students. They stayed in school at similar rates, completed a comparable number of credits, and made higher grades. However, ICS and counseling students did not exceed the control group on any measure of academic success except GPA (Ns included only). In all cases, the TRIO average was increased by the high performance of the tutoring and ESL students.

TABLE IV-I

Student Retention Rates
1982-83

| | ICS | Counseling | General Tutoring | English-As-a-Second Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Total number of students enrolled during acadamic year | 85 | 69 | 60* | 51 | 44 | 265 |
| Number of students maintaining continuous registration | 66 | 50 | 56 | 48 | 38 | 220 |
| Retention rate = proportion of students maintaining continuous registration | 78% | 72% | 93% | 94% | 86% | 83% |

*transcripts unavailable for three students

FIGURE IV-I

STUDENT RETENTION RATES

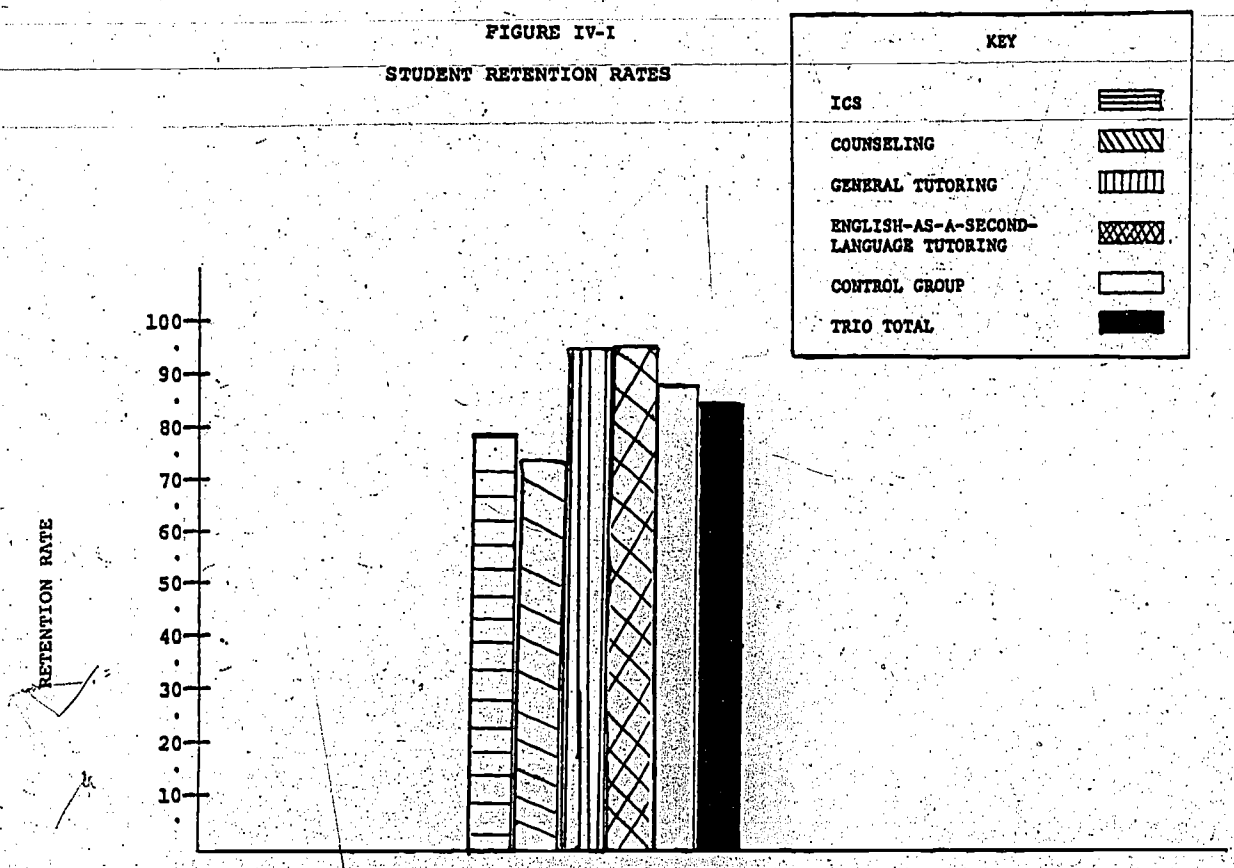


TABLE IV-II

Mean Grade Point Averages (GPA)
for Each Quarter and Cumulatively
(N's not included)
(A=4, B=3, C=2, D=1)

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Fall | | | | | | |
| Number of students | 82 | 68 | 57 | 43 | 44 | 250 |
| Grade point average | 2.96 | 2.68 | 3.05 | 3.16 | 2.84 | 2.95 |
| Winter | | | | | | |
| Number of students | 74 | 63 | 55 | 47 | 42 | 239 |
| Grade point average | 2.90 | 2.52 | 3.01 | 3.17 | 2.55 | 2.91 |
| Spring | | | | | | |
| Number of students | 67 | 53 | 55 | 48 | 39 | 243 |
| Grade point average | 2.60 | 2.78 | 2.90 | 3.10 | 2.54 | 2.85 |
| Cumulative | | | | | | |
| Total students in program | 85 | 69 | 58 | 50 | 44 | 262 |
| Grade point average | 2.83 | 2.65 | 2.99 | 3.15 | 2.67 | 2.90 |

FIGURE IV-II

MEAN GRADE POINT AVERAGE
(A=4, B=3, C=2, D=1, N's NOT INCLUDED)

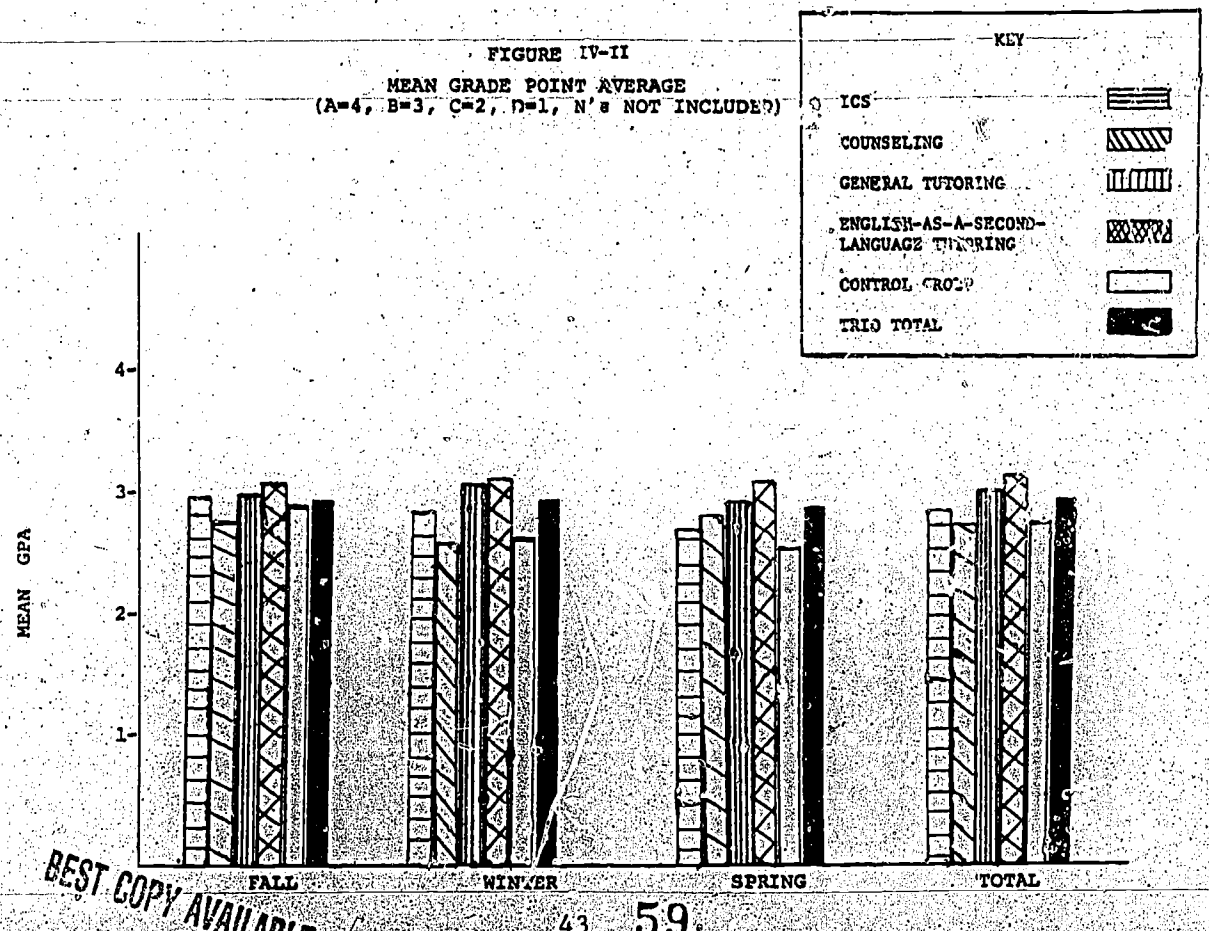


TABLE IV-III

Mean Grade Point Averages (GPA)
for Each Quarter and Cumulatively
(N's included)

(A=4, B=3, C=2, D=1)

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Fall | | | | | | |
| Number of students | 82 | 68 | 57 | 43 | 44 | 250 |
| Grade point average | 2.38 | 2.38 | 3.00 | 3.08 | 2.72 | 2.65 |
| Winter | | | | | | |
| Number of students | 74 | 63 | 55 | 47 | 42 | 239 |
| Grade point average | 2.42 | 2.27 | 2.89 | 3.15 | 2.36 | 2.66 |
| Spring | | | | | | |
| Number of students | 67 | 53 | 55 | 48 | 39 | 223 |
| Grade point average | 2.11 | 2.16 | 2.71 | 2.87 | 1.94 | 2.46 |
| Cumulative | | | | | | |
| Number of students | 85 | 69 | 58 | 50 | 44 | 262 |
| Grade point average | 2.29 | 2.28 | 2.86 | 3.03 | 2.38 | 2.59 |

FIGURE IV-III

MEAN GRADE POINT AVERAGE
(A=4, B=3, C=2, D=1, N=0)
(N's INCLUDED)

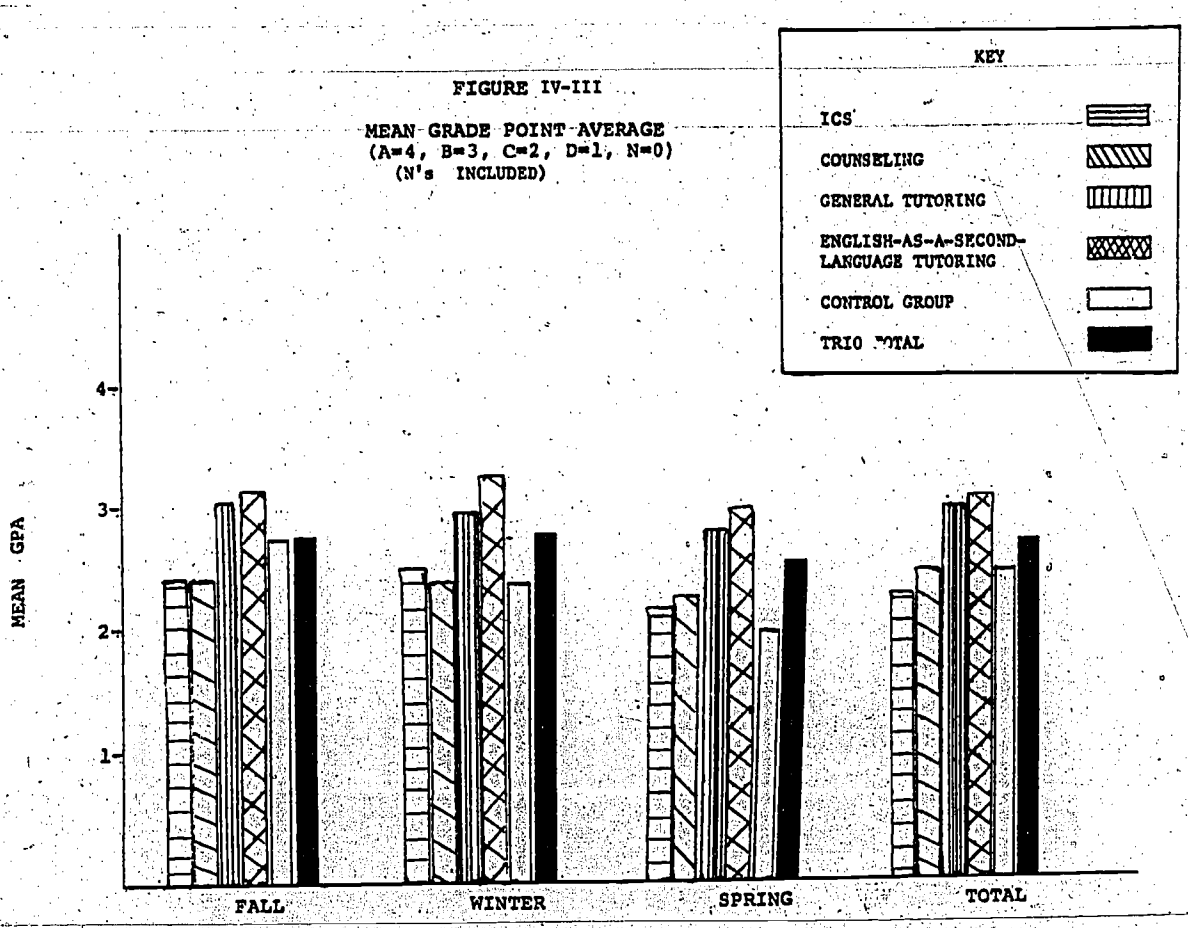


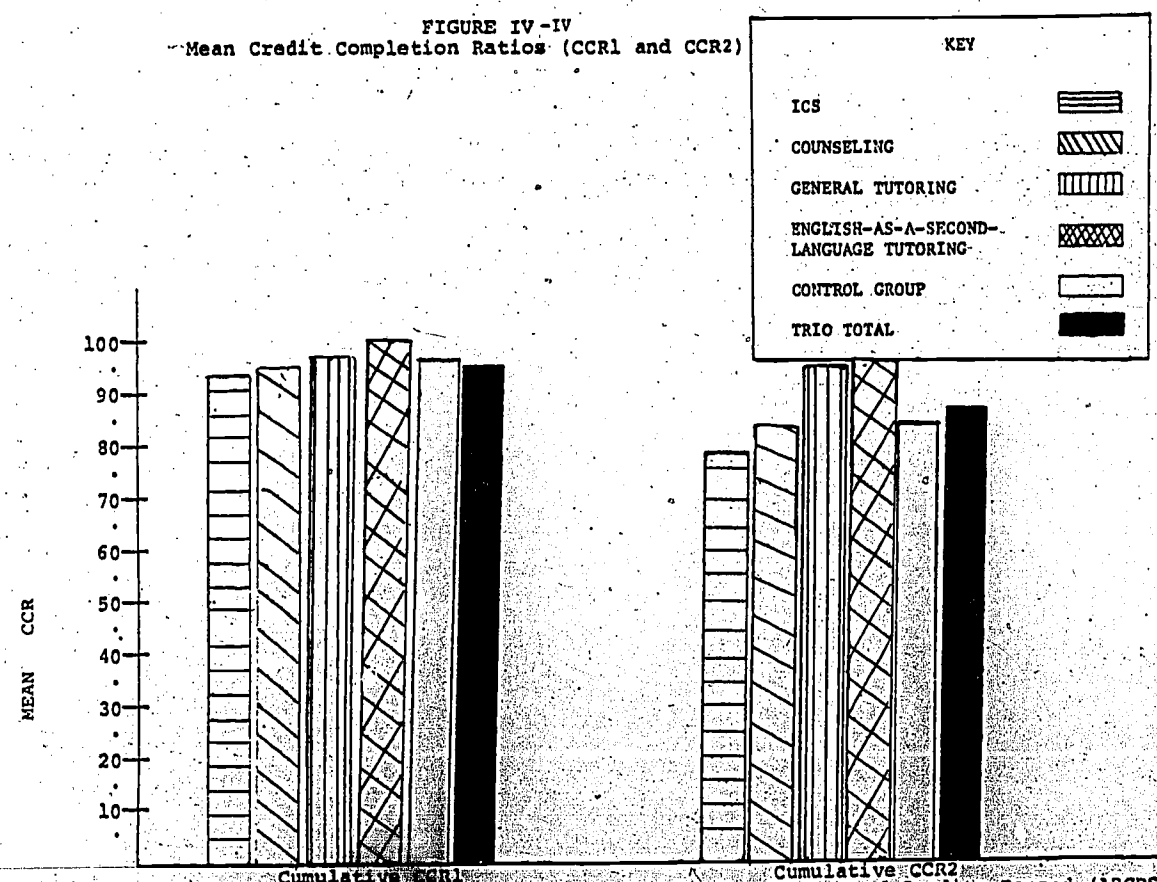
TABLE IV-IV

Mean Credit Completion Ratios (CCR1 and CCR2)
Mean Credits; Attempted, Receiving Grades and Passed for Each Quarter and Cumulatively

| | ICS | Counseling | General Tutoring | English-As-a-Second-Language Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|---|
| Fall | | | | | | |
| N of students | 82 | 68 | 57 | 43 | 44 | 250 |
| CCR1 | .95 | .98 | .99 | 1.00 | 1.00 | .98 |
| CCR2 | .79 | .88 | .98 | .98 | .95 | .89 |
| $\bar{X}$ credits attempted | 13.44 | 12.10 | 12.93 | 13.44 | 13.50 | 12.96 |
| $\bar{X}$ credits rec'g. grade | 12.79 | 11.84 | 12.84 | 13.44 | 13.50 | 12.66 |
| $\bar{X}$ credits passed | 10.56 | 10.60 | 12.67 | 13.17 | 12.86 | 11.49 |
| Winter | | | | | | |
| N of students | 74 | 63 | 55 | 47 | 42 | 239 |
| CCR1 | .94 | .90 | .97 | 1.00 | .93 | .95 |
| CCR2 | .80 | .82 | .95 | .99 | .84 | .88 |
| $\bar{X}$ credits attempted | 12.78 | 12.32 | 13.71 | 14.15 | 12.52 | 13.14 |
| $\bar{X}$ credits rec'g. grade | 12.04 | 11.06 | 13.29 | 14.13 | 11.62 | 12.48 |
| $\bar{X}$ credits passed | 10.23 | 10.48 | 13.02 | 14.02 | 10.55 | 11.57 |
| Spring | | | | | | |
| N of students | 67 | 53 | 55 | 48 | 39 | 223 |
| CCR1 | .85 | .93 | .92 | .98 | .94 | .92 |
| CCR2 | .72 | .74 | .96 | .89 | .84 | .80 |
| $\bar{X}$ credits attempted | 12.48 | 11.94 | 13.16 | 13.79 | 12.05 | 12.80 |
| $\bar{X}$ credits rec'g. grade | 10.68 | 11.08 | 12.11 | 13.56 | 11.31 | 11.72 |
| $\bar{X}$ credits passed | 8.94 | 8.89 | 11.58 | 12.33 | 8.44 | 10.30 |
| Cumulative | | | | | | |
| N of students | 85 | 69 | 58 | 50 | 44 | 262 |
| CCR1 | .92 | .94 | .96 | .99 | .96 | .95 |
| CCR2 | .77 | .82 | .94 | .95 | .84 | .86 |
| $\bar{X}$ credits attempted | 33.53 | 32.35 | 38.19 | 38.10 | 36.14 | 35.25 |
| $\bar{X}$ credits rec'g. grade | 30.81 | 30.28 | 36.71 | 37.88 | 34.61 | 33.44 |
| $\bar{X}$ credits passed | 25.84 | 26.42 | 35.78 | 36.30 | 30.41 | 30.28 |

CCR1 = $\frac{\text{Total N of Credits Receiving Grade (A,B,C,D,S,N)}}{\text{Total N of Credits Attempted}}$ CCR2 = $\frac{\text{Total N of Credits Passed (A,B,C,D,S)}}{\text{Total N of Credits Attempted}}$

FIGURE IV-IV
Mean Credit Completion Ratios (CCR1 and CCR2)



# CHAPTER V
# STUDENT SATISFACTION SURVEY

## Student Satisfaction

To give students the opportunity to personally evaluate the TRIO program, ICS students were asked to respond to a Student Satisfaction Survey. The survey was constructed by the staff using a pool of items generated during interviews with staff members. The items reflect the overall program goals and objectives.

## Method

The survey was administered to ICS students at the end of the academic year. Attempts were made to contact all of the students by telephone and, if not reached by phone, by mail. Of the 85 students, 51 (60 percent) of the students responded to the survey.

The survey included eleven objective items rated on a 5-point scale and four open-ended questions. The objective items are listed in Table V-I.

## Results

A summary of student responses is displayed in Table V-I. In general, students were satisfied with the TRIO program. On a 5-point scale where five indicates strong agreement, students responded with a mean of 3.71 to item 8, "Overall, I am satisfied with the program." They would also strongly recommend the program to friends and relatives (item 9, mean 4.51). The staff was viewed as very supportive and accessible (items 3 and 4, means 4.57 and 3.92 respectively).

Personally, students felt they were more confident, had greater organizational, long range planning, and career planning skills, and were more aware of University and community resources as a result of being in the TRIO program (items 2, 5, 7, 6, and 11; means 3.27, 3.96, 3.45, 3.96, and 3.35 respectively).

When asked which services or courses had been most helpful to them at the University:

- 78 percent indicated counseling through the HELP Center
- 34 percent found the Reading/Writing Skills Center to be helpful (18 percent specifically mention Sally Chirinos)
- 18 percent mentioned tutoring
- 18 percent found the Math Tutoring Room helpful
- 18 percent mentioned Survival Seminars, and
- 18 percent indicated financial aid as the most helpful service.

When asked which services, programs, or courses were least helpful:

- 14 percent found the Survival Seminar to be the least helpful service
- 6 percent were unable to think of a service that had not been helpful, and
- 4 percent found tutoring least helpful.

Among other students there were no patterns of least helpful services.

One suggestion for program improvement was that more tutors be available for one-to-one help (indicated by 12 percent of the students). Six percent of the students suggested one or two seminars during the year to provide information about services offered at the University of Minnesota.

Conclusions

On the whole, students responding to the survey were supportive of the TRIO/Special Services program, particularly the counseling and tutoring services (Reading/Writing Skills Center, the Math Tutorial Room, and HELP Center tutoring).

While 18 percent of the students found the Survival Seminar to be the most helpful service, a fair number (14 percent) found it to be the least helpful service. Better screening and needs assessment of students may be necessary prior to enrolling in the Survival Seminar to insure the proper placement of students.

TABLE V-I

1982-83

ICS Student Satisfaction Survey

All items used the following 5-point scale: strongly disagree 1, disagree 2, agree 3, strongly agree 4, very strongly agree 5

| Items | N | Mean | Median | Mode |
|---|---|---|---|---|
| 1) The TRIO Program helped me to stay in school | 51 | 3.31 | 3 | 3 |
| 2) I have more confidence in myself as a student now than I did last fall as a result of the TRIO Program | 51 | 3.27 | 3 | 3 |
| *3) The TRIO staff has been very supportive of me in my efforts as a student. | 51 | 4.57 | 5 | 5 |
| 4) The TRIO staff has been accessible to me when I needed help. | 51 | 3.92 | 4 | 5 |
| *5) My skills in organization have improved this year from being in the TRIO Program. | 51 | 3.96 | 4 | 5 |
| *6) The TRIO Program has helped me to make career plans. | 51 | 3.96 | 4 | 4 |
| 7) My long-range planning skills have improved this year as a result of participating in the TRIO Program. | 51 | 3.45 | 3 | 3,4 |
| 8) Overall, I am satisfied with the TRIO Program. | 51 | 3.86 | 4 | 4 |
| *9) I would recommend the program to friends and relatives. | 51 | 4.51 | 5 | 5 |
| *10) I am more motivated to continue school now than I was last fall. | 51 | 2.89 | 2 | 1 |
| 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. | 51 | 3.35 | 3 | 3,4 |
| Total | 51 | 3.71 | | |

*Stated in negative terms in the scale actually used in the evaluation. To facilitate interpretation, the results are displayed using all positive statements, with statistics adjusted accordingly.

## CHAPTER VI
## EXIT REVIEWS AND CASE STUDIES

### Exit Reviews

At the end of Spring Quarter, each TRIO/Special Services counselor was asked to report on students who left the ICS program. For the 19 (22 percent) ICS students who left school before the end of Spring Quarter, the following reasons were given for leaving the University:

| Reason for Leaving School | Number | % of Total ICS Students (N = 85) |
|---|---|---|
| Personal | 6 | 7% |
| Financial | 3 | 4% |
| Attending another school | 6 | 7% |
| Other | 4 | 5% |
| | 19 | 22% |

All of the students leaving the program had contact with their advisors before withdrawing from the University.

### Case Studies

Much of the data used in this evaluation is group data which compares groups to each other in terms of performance. While this type of information is useful for decision-making, by its very nature the individual is lost. Who are the TRIO students? What are they like? What are their dreams? To answer some of these questions, and to get a more well rounded view of the program, two students were selected to describe in more depth using a case study interview.

Method.

Subjects: The two subjects interviewed in this section, a male and a female, were selected based on staff recommendations of students who were fairly representative of the ICS population.

Procedure.

Students were interviewed and asked to describe themselves, their backgrounds, hobbies, and future plans.

These interviews are summarized in this section.

COLLEEN ENGELS comes from a family of artists. Her hobbies, developed while living on her father's hobby farm, include Norwegian oil painting, flying, and sailing. She also enjoys reading and writing.

Before coming to General College, Colleen had spent a year traveling alone in Europe and three quarters at a local community college. Her basic language skills were good, but she was not strong in math and she had been out of school for some time. She is a single parent with a four year old son. Her family history and family relationships left her with very little self confidence and self esteem. Neither of Colleen's parents are college graduates. Colleen entered school with real doubts about her ability to succeed but as a believer in honest communication and in working through problems. As a result of participating in TRIO, Colleen says that she is

> aware of a lot of my abilities and strengths, but I still have insecurities. TRIO and the HELP Center have encouraged me to keep trying. I need that encouragement and support to overcome my past. The instructors make me feel like I matter.
>
> The HELP Center and the TRIO program gave me a chance. I feel very hopeful because I have a chance for the future through my education.

Colleen received a 3.86 GPA for 30 credits during the 1982-83 academic year. She also received a $1,000 scholarship from the Sales and Marketing Executives of Minneapolis after being interviewed by a panel of judges. Recently, she wrote an article which was published in the General College Open Book: A Journal of Student Writing. It was a character sketch of a family friend, an eighty year old German Jew.

Currently, Colleen is working with the TRIO program as a peer counselor for new TRIO students. During Fall Quarter, 1983, at General College, she completed 12 credits with a GPA of 4.0. Colleen is interested in pursuing a career in business and marketing with an emphasis in communications.

TOM HINGSBERGER is a quiet, serious young man. He enjoys playing softball and hockey. Tom grew up in Saint Paul where he attended a Catholic grade school and public high school. His father died when he was eight years ole. Neither of his parents graduated from college.

Before coming to the University, Tom spent two years at a vocational/technical school. He decided to come to the University and enter the Institute of Technology with a major in civil engineering. His determination to make a better life for himself is clear to those who know him.

Although Tom has some good basic skills, especially in math, he was not successful academically in high school. He spent his first year at General College working hard to develop his study skills and gain the confidence and grade point average he needs to transfer to the Institute of Technology.

The service most helpful for Tom in his time with the TRIO program was counseling through the HELP Center. It helped him to plan ahead and to stay on track in achieving his goals.

During the 1982-83 school year, Tom completed 41 credits with a 3.54 GPA. He enrolled in General College during Fall '83, taking a civil engineering class and a class from the math department. He completed 14 credits with a GPA of 2.57 Fall Quarter.

## Conclusions

Both of these students come from backgrounds that would not predict success. After one year at the University, they have been successful and are on their way to realizing their dreams.

# CHAPTER VII
# PSYCHOLOGY OF PERSONAL EFFECTIVENESS
# EVALUATION OF A NEW COURSE OFFERING

## Background

During the first year of the TRIO/Special Services grant (1980-81), Integrated Course of Study (ICS) students were required to take a two-credit Survival Seminar each quarter. These classes, taught by TRIO counselors (for 20 students) were designed to meet specific student needs. Usually, Fall Quarter was dominated by discussions of study skills, with Winter and Spring turning to career issues and the problems of student life in a broader context.

Some students clearly enjoyed and needed this intensive contact with their TRIO counselor and peers. However, the majority of students found three quarters to be unnecessary. A compromise plan was adopted where all were required to take a Fall Quarter seminar, and during Winter Quarter they could elect to take either a Survival Seminar or a specially selected transitional course. The transitional course was a content course combined with a Survival Seminar. During 1981-82, a career planning course (GC 1502) was selected for this purpose, and during the 1982-83 year the Psychology of Personal Effectiveness course (GC 1701).

The Psychology of Personal Effectiveness course and its modifications are described in this chapter. Also included here is a class syllabus and a student evaluation summary.

## Course Description

Psychology of Personal Effectiveness is a four-credit beginning level psychology course. The goals of the course are to introduce students to research findings in psychology which may be applied to their own lives and to provide practical exercises in examining and changing their own behavior.

Because many TRIO students come from non-traditional and unsuccessful academic backgrounds, they are often unresponsive to traditional instructional methods. For this reason and because this course was combined with a Seminar session, special attention was given to exploring innovative instructional methods.

Beaman et al. (1981) examined the effects of peer monitoring, through the use of mutual study groups, on academic performance. They found that participation in the study groups produces positive gains in academic achievement, but that this technique is greatly enhanced by the use of a group contingency model. Here, students are assigned a partner or partners and the course grade is based on an average of the students' work. The group contingency model offers promising results; it is easy to implement, produces only a minimal increase in bookkeeping, and has a low implementation cost (Fraser, et al., 1977). As Fraser and associates put it, two, three and four heads are better than one.

These techniques were incorporated into the class. Students were given an option to do all class assignments in a group where all members received a group grade for the assignment. The class requirements included two tests, a behavior self management project with a report, and a short research paper on the project topic. All but two students (out of 62) chose to work in study groups for the first test and everyone joined a group for the second test.

The course iteslf was taught using a team approach. The instructor led lecture/discussions one day a week for two hours for the entire class. Topics included:

- expectations, motives, beliefs, and values
- self concept and self esteem
- attraction, loving/liking, and close relationships
- stress, anxiety, and depression
- development themes: identity, career, aging, death and dying
- sensation seeking
- major problems in living, and
- helping ourselves and others.

On the second class day each week, the group was divided into three smaller groups and counselors led hands-on exercises designed to put theory presented in lecture into practice. Techniques included role playing, a stress management fair where experts from a number of fields displayed/demonstrated stress management techniques, pen and paper self analysis tools, and a film.

Student Course Evaluation Summary

At the end of the quarter, students rated the course on a 18-item questionnaire. The findings were:

- overall, students rated the course as "very good" (4.18 on a 5 point scale, 1 - unsatisfactory and 5 = excellent)
- they felt they had learned "much" (3.3 on a 5 point scale where 1 = little and 5 = an exceptional amount)
- they rated the instructor, Sherry Read, as "very good" (3.97 on a 5 point scale where 1 = unsatisfactory and 5 = excellent)
- the class members enjoyed the overall format (5.68 on a 7 point scale) and found the group test taking to be a beneficial experience (5.93 on a 7 point scale)
- the students also gained a better understanding of themselves and the lecture material as a result of the small group class, and felt it to be well coordinated with the lecture topics.

The individual questions and responses to the evaluation and the course syllabus follow.

Summary

The Psychology of Personal Effectiveness class was useful and enjoyable to students. It provided a strong transition class for ICS students which could be followed in Spring Quarter by a career planning course. All of the results of the evaluation point to its continued use in the ICS curriculum.

University of Minnesota, General College
Interoffice Memo

To: Fred Steinhauser March 31, 1983

From: Sherry Read

Re: Evaluation of GC 1701-1, Winter, '83, Psychology of Personal Effectiveness

Attached you will find a copy of the syllabus and evaluation for the GC 1701 class for TRIO students I taught for your division Winter Quarter, 1983.

In the way of background about the class, you should know that it was taught using a team approach. I conducted lectures one day a week and counselors from the HELP Center (Jerry Freeman, Caroline Gilbert, Bev Stewart, and Diane Wartchow) led small discussion groups one day a week. In the small groups, students participated in exercises designed to put the theory presented in lecture into practice. While I was responsible for the lecture materials, testing, and grading, the entire teaching team was involved in planning the small group segment of the class and we met once a week to finalize exercise material and share information and ideas.

As you can see from the student evaluation of the class, it was not only successful, but a rewarding professional experience. We look forward to teaching the class again in Winter, '84.

SR:bv

Attachments

University of Minnesota
General College
WQ 1983

GC 1701 Psychology of Personal Effectiveness

| | |
|---|---|
| Instructor: | Sherry Read |
| Office: | 124 Nicholson |
| Phone: | 376-9610 |
| Class Hours: | TTh 11:15 - 1:30 |
| Credits: | 4 |
| Office Hours: | MW 9:30 - 11:00 a.m.<br>TTh 2:00 - 3:00 p.m.<br>Or by appointment |

Text: Grasha, Anthony F. and Kirschenbaum, Daniel S. Psychology of Adjustment and Competence; An Applied Approach. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1980.

Goals of the Course:

1) To present what psychologists have learned about human behavior based on research,
2) To use this knowledge in examining our own behavior, and
3) To provide specific skills for changing behavior when change is desired.

Logistics:

This class will be taught two days each week. On Tuesdays, the entire class will meet together for a lecture/discussion, and on Thursdays, the class will meet in three smaller groups for further discussion, exercises, and group work.

The small groups will be formed on the second day of class, January 6, in the regularly assigned classroom.

Course Requirements:

| | |
|---|---|
| Test #1 (individual or group option) | 20% |
| Test #2 (individual or group option) | 20% |
| Individual or group project and report (3-5 pages) | 20% |
| Individual or group paper on project-related topic (5 pages) | 15% |
| Attendance (beginning January 11, 1983) for lecture and small group homework/exercises | 25% |
| | 100% |

Tests:

The tests will be a combination of objective questions (short answer, matching, multiple choice and/or true/false), and short essays. Test 1 will cover weeks one through four and Test 2 will cover weeks five through ten only. Both tests will cover lecture and readings only. Small group participation will be evaluated as part of the attendance requirement.

Group grading option: Students may elect to take Test 1 and Test 2 in a group (2-6 students) and, if this option is selected, all students will receive the group score as a whole.

Individual or Group Project:

Students will select a particular area of personal behavior which they wish to change in order to become more personally effective. While working in groups is highly encouraged, students have the option to work alone. One short report is due per group.

Individual or Group Paper:

In addition to the group project, a short research paper is required on a topic related to the group project. Group members may cooperate and turn in one paper for a group grade or work individually for an individual grade.

Attendance:

Beginning January 11, 1983, attendance for both lecture and small groups will be monitored for credit.

Lecture Topics, Reading Assignments, Tests and Paper Due Dates:

| | | |
|---|---|---|
| Week 1 | Jan 4 | Expectations, course requirements, defininig adaptation, adjustment, and competence |
| Week 2 | Jan 11 | Approaches to adaptation: Basic processes (Chapters 1, 2) |
| Week 3 | Jan 18 | Motives, beliefs, and self concept (Chapter 3). (Group project topic due and declaratfon of group grading option) |
| Week 4 | Jan 25 | Attraction, loving, and liking (Chapter 4) |
| Week 5 | Feb 1 | Test 1 |
| Week 6 | Feb 8 | Stress, anxiety, depression (Chapter 5) |
| Week 7 | Feb 15 | Developmental themes: Identity, career, aging, death and dying (Chapter 6) |
| Week 8 | Feb 22 | Close encounters (Chapter 7) (Group project/paper drafts due) |
| Week 9 | Mar 1 | Sensation seeking/Major problems in life (Chapters 8 and 9) |
| Week 10 | Mar 8 | Helping ourselves and others, Psychotherapies: old and new (Chapters 10, 11, 12) (Group projects/paper due) |
| | | Test 2 will be administered during the regularly scheduled finals period. |

General College 1701 Psychology of Personal Effectiveness
Course Outline

| Week | Date | Person(s) Responsible | Class Format | Topic | Assignment Due |
|---|---|---|---|---|---|
| 1 | 1-4 | Sherry | Lecture | Expectations, course requirements, defining adaptation, adjustment, and competence | |
| | 1-6 | Sherry | Small group | Group processes, an exercise in winter survival | |
| 2 | 1-11 | Sherry | Lecture | Approaches to adaptation: Basic processes social cognitive and environmental factors | Read Chapters 1 and 2 |
| | 1-13 | Caroline | Small group | Cognitive learning styles (group work on projects/paper) | |
| 3 | 1-18 | Sherry | Lecture | Motives, beliefs, and self concept | Read Chapter 3. Group project topic/ grading |
| | 1-20 | Beverly | Small group | Values; inner directed and outer directed values (Levin) | |
| 4 | 1-25 | Sherry | Lecture | Attraction, loving, and liking | Read Chapter 4 |
| | 1-27 | Caroline | Small group | Defining your number one priority | |
| 5 | 2-1 | Sherry | Test/Lecture group | Test 1 | |
| | 2-3 | Beverly | Small group | Career development | |
| 6 | 2-8 | Sherry | Lecture | Stress, anxiety, depression | Read Chapter 5 |
| | 2-10 | Jerry | Small group | Relaxation techniques, stress management | |
| 7 | 2-15 | Sherry | Lecture | Developmental themes: Identity, career, aging, death and dying | Read Chapter 6 |
| | 2-17 | Bev, Diane | Small group | Risk taking, and A step-wise approach toward analyzing behavior (group work on projects/paper) | |
| 8 | 2-22 | Sherry | Lecture | Close encounters, issues in relationships; conflicts, power, shyness | Read Chapter 7 Draft of group project |
| | 2-24 | Sherry | Small group | Conflict resolution, personal styles | |
| 9 | 3-1 | Sherry | Lecture | Sensation seeking, exercise and sports, drugs and human sexuality; Major problems in living | Read Chapters 8 and 9 |

| Week | Date | Person(s) Responsible | Class Format | Topic | Assignment Due |
|---|---|---|---|---|---|
| 9 | 3-3 | Bev, Diane | Small group | Decision making - A look at conflicting values and behavior | |
| 10 | 3-8 | Sherry | Lecture | Helping ourselves and others, psychotherapies: old and new | Read Chapters 10, 11, & 12. Group project/ paper due |
| | 3-10 | Jerry | Small group | | |
| Finals Week | | Sherry | Test/during regularly assigned final | Test 2 | |

# Student Opinion Survey

Course Number: GC 1701-1, Psychology of Personal Effectiveness
Instructor: Jerry Freeman
Quarter: Winter, '83
Number of Students Responding: 15

(In each of the following response counts, each X = 1 student)

1. How much have you learned in this course thus far?

| | | | | |
|---|---|---|---|---|
| little | 1 | 0 | | |
| some | 2 XX | 2 | Mean | = 3.27 |
| much | 3 XXXXXXXX | 8 | Median | = 3 |
| very much | 4 XXXX | 4 | Mode | = 3 |
| an exceptional amount | 5 X | 1 | | |
| | | N =15 | | |

2. All things considered, how would you rate the instructor's teaching in this course?

| | | | | |
|---|---|---|---|---|
| unsatisfactory | 1 | 0 | | |
| marginal | 2 | 0 | Mean | = 4.2 |
| fairly good | 3 XX | 2 | Median | = 4 |
| very good | 4 XXXXXXXX | 8 | Mode | = 4 |
| excellent | 5 XXXXX | 5 | | |
| | | N =15 | | |

3. All things considered, how would you rate this course?

| | | | | |
|---|---|---|---|---|
| unsatisfactory | 1 | 0 | | |
| marginal | 2 X | 1 | Mean | = 3.53 |
| fairly good | 3 XXXXXXX | 7 | Median | = 3 |
| very good | 4 XXXXX | 5 | Mode | = 3 |
| excellent | 5 XX | 2 | | |
| | | N =15 | | |

4. The material presented in Thursday's class was well coordinated with the lecture topics.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | 0 | | |
| moderately disagree | 2 | 0 | | |
| slightly disagree | 3 | 0 | Mean | = 5.46 |
| slightly agree | 4 XXX | 3 | Median | = 6 |
| moderately agree | 5 XXX | 3 | Mode | = 6 |
| strongly agree | 6 XXXXX | 5 | | |
| most strongly agree | 7 XX | 2 | | |
| | | N =13 | | |

5. I gained a better understanding of the lecture materials as a result of participating in Thursday's class.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | 0 | | |
| moderately disagree | 2 | 0 | | |
| slightly disagree | 3 | 0 | Mean | = 5.46 |
| slightly agree | 4 XXX | 3 | Median | = 5 |
| moderately agree | 5 XXXXX | 5 | Mode | = 5 |
| strongly agree | 6 X | 1 | | |
| most strongly agree | 7 XXXX | 4 | | |
| | | N =13 | | |

6. I gained a better understanding of myself as a result of participating in the exercises presented in Thursday's class.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | 0 | |
| moderately disagree | 2 | 0 | |
| slightly disagree | 3 | 0 | Mean = 5.62 |
| slightly agree | 4 XXX | 3 | Median = 5 |
| moderately agree. | 5 XXX | 3 | Mode = 7 |
| strongly agree | 6 XXX | 3 | |
| most strongly agree | 7 XXXX | 4 | |
| | | N = 13 | |

Comments

Several students commented that they enjoyed the instructor and found the class to be very interesting.

Several students indicated that they liked the idea of the small group and found the exercises useful.

One student felt the exam should have been announced earlier.

Student Opinion Survey

Course Number: GC 1701-1, Psychology of Personal Effectiveness
Instructor: Caroline Gilbert
Quarter: Winter, '83
Number of Students Responding: 9

(In each of the following response counts, each X = 1 student.)

1. How much have you learned in this course thus far?

| | | | | |
|---|---|---|---|---|
| little | 1 | 0 | | |
| some | 2 X | 1 | Mean | = 3.33 |
| much | 3 XXXXX | 5 | Median | = 3 |
| very much | 4 XX | 2 | Mode | = 3 |
| an exceptional amount | 5 X | 1 | | |
| | | N= 9 | | |

2. All things considered, how would you rate this instructor's teaching in this course?

| | | | | |
|---|---|---|---|---|
| unsatisfactory | 1 | 0 | | |
| marginal | 2 X | 1 | Mean | = 3.77 |
| fairly good | 3 XXXX | 4 | Median | = 4 |
| very good | 4 | 0 | Mode | = 3,5 |
| excellent | 5 XXXX | 4 | | |
| | | N= 9 | | |

3. All things considered, how would you rate this course?

| | | | | |
|---|---|---|---|---|
| unsatisfactory | 1 | 0 | | |
| marginal | 2 X | 1 | Mean | = 3.55 |
| fairly good | 3 XXXX | 4 | Median | = 3 |
| very good | 4 XX | 2 | Mode | = 3 |
| excellent | 5 XX | 2 | | |
| | | N= 9 | | |

4. The material presented in Thursday's class was well coordinated with the lecture topics.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | 0 | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 | 0 | Mean | = 5.44 |
| slightly agree | 4 X | 1 | Median | = 6 |
| moderately agree | 5 X | 1 | Mode | = 6 |
| strongly agree | 6 XXXX | 4 | | |
| most strongly agree | 7 XX | 2 | | |
| | | N= 9 | | |

5. I gained a better understanding of the lecture material as a result of participating in Thursday's class.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | 0 | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 | 0 | Mean | = 4.33 |
| slightly agree | 4 X | 1 | Median | = 5 |
| moderately agree | 5 XXXX | 4 | Mode | = 5 |
| strongly agree | 6 XX | 2 | | |
| most strongly agree | 7 X | 1 | | |
| | | N= 9 | | |

6. I gained a better understanding of myself as a result of participating in the exercises presented in Thursday's class.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | 0 | |
| moderately disagree | 2 | 0 | |
| slightly disagree | 3 X | 1 | Mean = 5.9 |
| slightly agree | 4 | 0 | Median = 6 |
| moderately agree | 5 X | 1 | Mode = 6 |
| strongly agree | 6 XXXX | 4 | |
| most strongly agree | 7 XXX | 3 | |
| | | N= 9 | |

Student Opinion Survey

Course Number: GC 1701-1, Psychology of Personal Effectiveness
Instructors: Beverly Stewart/Diane Wartchow
Quarter: Winter, '83
Number of Students Responding: 11

(In each of the following response counts, each X = 1 student.)

1. How much have you learned in this course thus far?

| | | | |
|---|---|---|---|
| little | 1 X | 1 | |
| some | 2 XX | 2 | Mean = 3.00 |
| much | 3 XXXXX | 5 | Median = 3 |
| very much | 4 XX | 2 | Mode = 3 |
| an exceptional amount | 5 X | 1 | |
| | | N= 11 | |

2. All things considered, how would you rate this instructor's teaching in this course?

| | | | |
|---|---|---|---|
| unsatisfactory | 1 | 0 | |
| marginal | 2 X | 1 | Mean = 3.45 |
| fairly good | 3 XXXXX | 5 | Median = 3 |
| very good | 4 XXXX | 4 | Mode = 3 |
| excellent | 5 X | 1 | |
| | | N= 11 | |

3. All things considered, how would you rate this course?

| | | | |
|---|---|---|---|
| unsatisfactory | 1 | 0 | |
| marginal | 2 X | 1 | Mean = 3.45 |
| fairly good | 3 XXXXXX | 6 | Median = 3 |
| very good | 4 XX | 2 | Mode = 3 |
| excellent | 5 XX | 2 | |
| | | N= 11 | |

4. The material presented in Thursday's class was well coordinated with the lecture topics.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | 0 | |
| moderately disagree | 2 | 0 | |
| slightly disagree | 3 X | 1 | Mean = 5.10 |
| slightly agree | 4 XX | 2 | Median = 5 |
| moderately agree | 5 XXXX | 4 | Mode = 5 |
| strongly agree | 6 XXX | 3 | |
| most strongly agree | 7 X | 1 | |
| | | N= 11 | |

5. I gained a better understanding of the lecture material as a result of participating in Thursday's class.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | 0 | |
| moderately disagree | 2 | 0 | |
| slightly disagree | 3 XXX | 3 | Mean = 4.36 |
| slightly agree | 4 XXX | 3 | Median = 4.5 |
| moderately agree | 5 XXX | 3 | Mode = 3,4,5 |
| strongly agree | 6 XX | 2 | |
| most strongly agree | 7 | 0 | |
| | | N= 11 | |

6. I gained a better understanding of myself as a result of participating in the exercises presented in Thursday's class.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | 0 | |
| moderately disagree | 2 | 0 | |
| slightly disagree | 3 | 0 | Mean = 5.91 |
| slightly agree | 4 XX | 2 | Median = 6 |
| moderately agree | 5 | 0 | Mode = 6 |
| strongly agree | 6 XXXXXX | 6 | |
| most strongly agree | 7 XXX | 3 | |
| | | N= 11 | |

Student Opinion Survey

Course Number: GC 1701-1, Psychology of Personal Effectiveness
Instructor: Sherry Read
Quarter: Winter, 1983
Number of Students Responding: 33

(In each of the following response counts, each X = 1 student)

1. How much have you learned in this course thus far?

| | | | |
|---|---|---|---|
| little | 1 | | |
| some | 2 XXXXXX | 6 | Mean = 3.30 |
| much | 3 XXXXXXXXXXXXX | 13 | Median = 3 |
| very much | 4 XXXXXXXXXXXX | 12 | Mode = 3 |
| an exceptional amount | 5 XX | 2 | |
| | | N= 33 | |

2. All things considered, how would you rate this instructor's teaching in this course?

| | | | |
|---|---|---|---|
| unsatisfactory | 1 | | |
| marginal | 2 | | |
| fairly good | 3 XXXXXXXXXX | 10 | Mean = 3.97 |
| very good | 4 XXXXXXXXXXXXX | 14 | Median = 4 |
| excellent | 5 XXXXXXXXX | 9 | Mode = 4 |
| | | N= 33 | |

3. All things considered, how would you rate this course?

| | | | |
|---|---|---|---|
| unsatisfactory | 1 | | |
| marginal | 2 XX | 2 | |
| fairly good | 3 XXXXXXXXXX | 10 | Mean = 4.18 |
| very good | 4 XXXXXXXXXXXXXXXX | 17 | Median = 4 |
| excellent | 5 XXXX | 4 | Mode = 4 |
| | | N= 33 | |

4. The instructor presents the subject matter clearly.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 | | |
| slightly disagree | 3 | | |
| slightly agree | 4 XXXX | 4 | Mean = 5.59 |
| moderately agree | 5 XXXXXXXXXXX | 12 | Median = 5.5 |
| strongly agree | 6 XXXXXXXXX | 9 | Mode = 5 |
| most strongly agree | 7 XXXXXXX | 7 | |
| | | N= 32 | |

5. I have achieved a fundamental grasp of what the course material is about.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 | | |
| slightly disagree | 3 X | 1 | Mean = 5.16 |
| slightly agree | 4 XXXXXX | 6 | Median = 5 |
| moderately agree | 5 XXXXXXXXXXXXX | 14 | Mode = 5 |
| strongly agree | 6 XXXXXXX | 7 | |
| most strongly agree | 7 XXX | 3 | |
| | | N= 31 | |

6. The instructor seems well prepared for class.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 X | 1 | |
| slightly disagree | 3 X | 1 | Mean = 5.56 |
| slightly agree | 4 XX | 2 | Median = 6 |
| moderately agree | 5 XXXXXXXXXX | 10 | Mode = 6 |
| strongly agree | 6 XXXXXXXXXX | 11 | |
| most strongly agree | 7 XXXXXXX | 7 | |
| | N= | 32 | |

7. The instructor is approachable.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 | | |
| slightly disagree | 3 XX | 2 | Mean = 5.85 |
| slightly agree | 4 XXX | 3 | Median = 6 |
| moderately agree | 5 XXXXX | 5 | Mode = 7 |
| strongly agree | 6 XXXXXXXXXX | 11 | |
| most strongly agree | 7 XXXXXXXXXXX | 12 | |
| | N= | 33 | |

8. The instructor clearly defines student responsibilities in the course.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 XX | 2 | |
| slightly disagree | 3 | | Mean = 5.39 |
| slightly agree | 4 XXXXXX | 6 | Median = 6 |
| moderately agree | 5 XXXXXX | 6 | Mode = 6 |
| strongly agree | 6 XXXXXXXXXX | 10 | |
| most strongly agree | 7 XXXXXXX | 7 | |
| | N= | 31 | |

9. The instructor gives the impression of respecting students as persons.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 X | 1 | |
| slightly disagree | 3 | | Mean = 5.97 |
| slightly agree | 4 XXXX | 4 | Median = 6 |
| moderately agree | 5 XXXX | 4 | Mode = 7 |
| strongly agree | 6 XXXXXXXX | 8 | |
| most strongly agree | 7 XXXXXXXXXXXXXXX | 15 | |
| | N= | 32 | |

10. The instructor gives encouragement to me as a student.

| | | | |
|---|---|---|---|
| strongly disagree | 1 | | |
| moderately disagree | 2 X | 1 | |
| slightly disagree | 3 XX | 2 | Mean = 5.26 |
| slightly agree | 4 XXXXX | 5 | Median = 5 |
| moderately agree | 5 XXXXXXXXX | 9 | Mode = 5 |
| strongly agree | 6 XXXXXXXX | 8 | |
| most strongly agree | 7 XXXXXX | 6 | |
| | N= | 31 | |

11. The procedures for determining grades were appropriate for the course.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | | | |
| moderately disagree | 2 | | | |
| slightly disagree | 3 XX | 2 | Mean | = 5.33 |
| slightly agree | 4 XXXXXXXX | 8 | Median | = 5 |
| moderately agree | 5 XXXXXX | 6 | Modes | = 4,7 |
| strongly agree | 6 XXXXXX | 6 | | |
| most strongly agree | 7 XXXXXXXX | 8 | | |
| | | N= 30 | | |

12. The textbook was interesting.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 XX | 2 | | |
| moderately disagree | 2 XXX | 3 | | |
| slightly disagree | 3 X | 1 | Mean | = 4.68 |
| slightly agree | 4 XXXXXXX | 7 | Median | = 5 |
| moderately agree | 5 XXXXXXXX | 8 | Mode | = 5 |
| strongly agree | 6 XXXX | 4 | | |
| most strongly agree | 7 XXXXXX | 6 | | |
| | | N= 31 | | |

13. The overall quality of the exams was good.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | | | |
| moderately disagree | 2 | | | |
| slightly disagree | 3 XX | 2 | Mean | = 5.50 |
| slightly agree | 4 XXX | 3 | Median | = 6 |
| moderately agree | 5 XXXXXXXXX | 9 | Mode | = 6 |
| strongly agree | 6 XXXXXXXXXXXX | 13 | | |
| most strongly agree | 7 XXXXX | 5 | | |
| | | N= 32 | | |

14. I enjoyed the class format (discussion/lecture one day a week and small group exercises one day a week).

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 X | 1 | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 XX | 2 | Mean | = 5.68 |
| slightly agree | 4 XXX | 3 | Median | = 6.5 |
| moderately agree | 5 XXXX | 4 | Mode | = 7 |
| strongly agree | 6 XXXXX | 5 | | |
| most strongly agree | 7 XXXXXXXXXXXXXX | 15 | | |
| | | N= 31 | | |

15. I found the group test taking to be a beneficial experience.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 X | 1 | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 XX | 2 | Mean | = 5.93 |
| slightly agree | 4 XX | 2 | Median | = 7 |
| moderately agree | 5 X | 1 | Mode | = 7 |
| strongly agree | 6 XXXXX | 5 | | |
| most strongly agree | 7 XXXXXXXXXXXXXXXXX | 18 | | |
| | | N= 30 | | |

16. The material presented in Thursday's class was well coordinated with the lecture topics.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 X | 1 | Mean | = 5.33 |
| slightly agree | 4 XXXXXX | 6 | Median | = 5 |
| moderately agree | 5 XXXXXXXX | 8 | Mode | = 6 |
| strongly agree | 6 XXXXXXXXXXXX | 12 | | |
| most strongly agree | 7 XXXXX | 5 | | |
| | | N= 33 | | |

17. I gained a better understanding of the lecture material as a result of participating in Thursday's class.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | | | |
| moderately disagree | 2 X | 1 | | |
| slightly disagree | 3 XXX | 3 | Mean | = 4.97 |
| slightly agree | 4 XXXXXXX | 7 | Median | = 5 |
| moderately agree | 5 XXXXXXXXXXXX | 12 | Mode | = 5 |
| strongly agree | 6 XXXXX | 5 | | |
| most strongly agree | 7 XXXXX | 5 | | |
| | | N= 33 | | |

18. I gained a better understanding of myself as a result of participating in the exercises presented in Thursday's class.

| | | | | |
|---|---|---|---|---|
| strongly disagree | 1 | | | |
| moderately disagree | 2 | | | |
| slightly disagree | 3 X | 1 | Mean | = 5.79 |
| slightly agree | 4 XXXXX | 5 | Median | = 6 |
| moderately agree | 5 XXXX | 4 | Mode | = 6 |
| strongly agree | 6 XXXXXXXXXXXX | 13 | | |
| most strongly agree | 7 XXXXXXXXXX | 10 | | |
| | | N= 33 | | |

19. Comments (on Tuesday's lecture class only)

Several students commented that the course helped them to cope more effectively in their lives (in school and in their personal lives). Especially helpful was the section on stress and stress management.

The students indicated that they enjoyed the instructor, Sherry Read, as a person and found her to be knowledgeable and enthusiastic about the material.

Suggestions for change centered around the class size, which many students felt was too large. (N=67 students). Students also felt that there were too few lectures and too much material covered.

# CHAPTER VIII
# SUMMER INSTITUTE

## Program Description

The University of Minnesota Summer Institute (SI) is a six-week program designed to help low-income minority students bridge the gap between high school or junior college and university life. This program is a cooperative effort between the Office of Minority and Special Student Affairs (OMSSA), the College of Liberal Arts (CLA), the University Summer Session, General College, and the TRIO/Special Services program. The Summer Institute provides new students with a head start in college prior to fall quarter, where they may sharpen their basic academic skills and familiarize themselves with the university campus and its inner workings. Students receive orientation, individual counseling, and classroom instruction in basic skills, and tutoring if necessary. All of the courses are taken for college credit.

In addition to academic work, Summer Institute staff also schedule a number of social events for the students. (A calendar of events is included in this chapter.) There are free movies every Wednesday night featuring "Startrek II: The Wrath of Khan," "Caddy Shack," "For Your Eyes Only," and "Stripes" in 1983. Other activities included a picnic at Minnehaha Park, the Apple River, other locations, a trip to the zoo, skating, and events sponsored by student cultural centers. The Summer Institute ended with a recognition dinner for the students and staff. Through these activities, students are able to develop friendships with their peers and their teachers.

## Student Demographic Profile (presented in Table VIII-I)

During the 1985 Summer Institute, 109 students were eligible for Special Services. The following demographic information was collected as students entered SI.

The average age of the students was 22.07, and there were more males (58 percent) than females (42 percent). Virtually all of the students received financial aid (98 percent). About 45 percent of the students had definite work plans, 22 percent were unsure, and 34 percent were not planning to work.

A majority of the students (59 percent) had been out of school for less than a year when they enrolled in SI. However, SI also included a high proportion of students who had been out of school for an extended period, with nine percent out of school for more than ten years.

SI students began at the University with high academic aspirations. Eighty-five percent (85 percent) planned to complete a bachelor's degree or higher. SI students also planned to go into highly technical fields by selecting majors in math or the sciences (30 percent), medical science (16 percent), and business (15 percent), compared to less than 8 percent majoring in the humanities, social science, and education combined. Twenty-one percent (21 percent) of the students had not decided upon a major upon entering the Summer Institute.

Student Monitoring

Students from the 1983 Summer Institute will be monitored for progress during the 1983-84 academic year so that the effectiveness of the summer program may be assessed.

# SUMMER INSTITUTE CALENDER OF EVENTS

1983

Please make sure you sign the activity sheet for each event you plan to attend. This will help us determine how much transportation, if any, we will need to provide for the event. Look for the activity sign-up sheets every Monday in your Math class.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 3 July | 4 Picnic Minn-ehaha Park 12 noon | 5 | 6 Free Movies "Star Trek II the Wrath of Khan" | 7 | 8 | 9 |
| 10 OPEN | 11 | 12 | 13 Movie "Caddy Shack" | 14 Skating | 15 | 16 |
| 17 OPEN | 18 | 19 Trip to the ZOO | 20 Movie "For Your Eyes Only" | 21 | 22 OPEN | 23 PICNIC by RAZA Student Cultural Center |
| 24 OPEN | 25 | 26 | 27 Movie "Arthur Arthur" | 28 | 29 Picnic Apple River | 30 OPEN |
| 31 OPEN | 1 Aug. | 2 | 3 Movie "My Favorite Year" | 4 | 5 | 6 Outing |
| 7 OPEN | 8 | 9 | 10 Movie "Stripes" | 11 | 12 | 13 Outing |
| 14 OPEN | 15 | 16 | 17 | 18 | 19 Recognition Dinner | 20 OPEN |

TABLE VIII-I

1983
Summer Institute
Student Demographic Profile

1. Age (N=109) Mean ($\bar{X}$) = 22.07

| 2. Sex | N | % |
|---|---|---|
| Female | 47 | 42% |
| Male | 64 | 58% |
| Total | 111 | 100% |

| 3. Ethnic Background | N | % |
|---|---|---|
| American Indian | 14 | 12.5% |
| Asian American | 42 | 37.5% |
| Black (non-Hispanic) | 29 | 26.0% |
| Hispanic | 25 | 22.0% |
| Caucasian (non-Hispanic) | 2 | 2.0% |
| Total | 112 | 100.0% |

| 4. Receiving Financial Aid | N | % |
|---|---|---|
| Yes | 108 | 98% |
| No | 2 | 2% |
| Total | 110 | 100% |

| 5. Working While Attending College | N | % |
|---|---|---|
| No | 37 | 34% |
| Yes, 1-10 hours/week | 23 | 21% |
| Yes, 11-20 hours/week | 19 | 17% |
| Yes, 21-35 hours/week | 5 | 5% |
| Yes, 36 or more hours/week | 2 | 2% |
| Not sure | 24 | 22% |
| Total | 110 | 100% |

| 6. Years Since Last Attended School | N | % |
|---|---|---|
| Less than 1 year | 66 | 59% |
| 1-2 years | 11 | 10% |
| 3-5 years | 18 | 16% |
| 6-10 years | 6 | 5% |
| More than 10 years | 10 | 9% |
| Total | 111 | 100% |

| 7. Highest Degree Aspirations | N | % |
|---|---|---|
| None | 5 | 5% |
| Certificate | 6 | 6% |
| Associate | 5 | 5% |
| Bachelors | 43 | 39% |
| Masters degree | 26 | 24% |
| Doctorate degree | 24 | 22% |
| Total | 109 | 100% |

| 8. Major | N | % |
|---|---|---|
| Undecided | 23 | 21% |
| Business | 17 | 15% |
| Humanities | 2 | 2% |
| Social Science | 2 | 2% |
| Math or Science | 33 | 30% |
| Medical Science | 18 | 16% |
| Education | 4 | 4% |
| Other | 12 | 11% |
| Total | 111 | 100% |

# CHAPTER IX
# HANDICAPPED STUDENT SERVICES: TRAINING FOR THE KURZWEIL READING MACHINE

The University of Minnesota recently acquired a Kurzweil Reading Machine through a grant from the Xerox Corporation. The Kurzweil Reading Machine reads aloud in computer generated speech virtually any English language document which is machine printed or typewritten. This machine is used primarily to provide greater access to higher education for blind, visually impaired, and physically disabled students.

The TRIO/Special Services program has provided funding for training students to use the Kurzweil Reader. Training consists of six hours of individual instruction and six hours of supervised machine use to become proficient.

A letter from Roger Drewicke of the Handicapped Resource Office follows, outlining the logistics of the training, evaluation plans, a trainer job description, and a copy of the grant application to the Xerox Corporation.

UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

June 8, 1983

MEMORANDUM

TO: Terry Collins
TRIO

FROM: Roger A. Drewicke
Handicapped Resource Office

SUBJECT: Kurzweil Training Documentation

As you requested, I am sending you information that will document Kurzweil training provided to visually impaired students through the $500 contribution from your program, Special Services for Disadvantaged Students. This information includes a description of the Kurzweil Reading Machine, a description of the training services purchased with your TRIO funds, and lists of students who have been trained on the machine thus far as well as those scheduled for training this summer. For your information, I am also sending you a copy of the University's application to the Xerox Corporation for the grant of the Kurzweil Machine.

In brief, the Kurzweil Reading Machine is a computer that has the special capability of recognizing optical characters and reproducing what it scans in synthetic speech for visually impaired persons. One of these machines was awarded to the University last summer by the Xerox Corporation as part of its college donation program. The machine has been located in 308 Wilson Library, one of the reading rooms for visually impaired students. Wilson Library has sent one of its senior librarians to the Kurzweil Center in Cambridge, Massachusetts for training on the machine, and this staff person, Tim McClusky, assumes responsibility for working with my office on disseminating information about the machine and on scheduling and training arrangements for students. The Kurzweil Center recommends that students receive approximately twelve hours of training on the machine before they become certified as regular users. The machine provides a useful supplement to the variety of methods (readers, magnifiers, tapes, and braille) that visually impaired students use in reading educational materials.

It is especially helpful for students who need to use the collection of books at the library for carrying out research. As part of its maintenance contract, the Kurzweil Center regularly provides its clients with updated software and circuit boards incorporating improvements in the scanning capability and voice quality of the machine. The University's machine, for example, is scheduled to receive by this fall a new voice board that will enable new users to understand its synthetic speech without the period of adjustment that the existing voice requires.

Last winter, your program made available for the remainder of the fiscal year $500 of TRIO funds for the purpose of supplementing training of visually impaired students on the Kurzweil Reading Machine. With these funds, Wilson Library has employed two undergraduate assistants to serve as Kurzweil trainers. These students are familiar with the special resources available to visually impaired students at Wilson Library, and they are expert in the operation of the machine. They are supervised by Tim McClusky, the manager of the machine, and they work with the trainees on a flexible part-time basis. They arrange schedules for students and they certify students as users when training has been completed. Thus far, eleven students have completed training on the Kurzweil machine and have been certified as eligible users. An additional seven students are in the process of receiving training. Two students have discovered that the machine has limited utility for them and have decided to withdraw from training. In addition, fourteen students have asked that their names be placed on the list of students scheduled to receive training during the summer. All of the thirty two students trained or scheduled for training on the machine are visually impaired and all of them are legally blind. Fifteen of these students have no usable reading or travel vision and seventeen of them have low vision. Information about the machine has been provided to students with learning disabilities and some experimental training has been provided to a few of these students. However, little attempt has been made to actively involve students who have dyslexia in the training program. Training resources are limited and interest on the part of both students and reading specialists is not high. There is doubt about how useful the reading machine (especially with its present limitations) is for students with perceptual handicaps that are more involved than the impairment of vision.

It is too early in the course of the Kurzweil project to fully or reliably evaluate what impact the machine has on the educational progress of visually impaired students. It should be noted that the University is committed to maintaining the machine for at least a two-year period. At the end of this period, the project will be evaluated to determine how well the machine is providing access to written materials and facilitating effective use of academic support services. Student evaluations will be collected and records will be reviewed to answer such questions as the following: How many students have initiated and completed training on the machine. How extensively is the machine being used, and is there an increasing or decreasing pattern of use. Are there qualitative and quantitative advantages that the machine

holds over other reading methods in terms of costs, independence, convenience of scheduling, research and study practices, etc. What improvements are being developed with the machine and what impact will these have on its utility. The information assembled in this evaluation will be reviewed in relation to the enrollment and retention rates and the educational field distribution of visually impaired students.

Although a formal evaluation has not yet been conducted concerning the effectiveness of the machine as an educational aid, some observations can be made on the basis of project monitoring and consultation with students. All of the students trained or being trained on the machine appear to be making satisfactory progress toward their immediate educational objectives. The availability of the machine has been the primary reason for the decision on the part of two of these students to return to the University to continue work on their educational goals. Another student has found the machine instrumental in completing her degree: after finishing essential coursework on an undergraduate degree several years ago, she is now using the machine as a reading aid for work on several research papers she is completing in order to graduate. The consensus on the part of the students trained thus far is that the machine is a useful reading tool that makes the library a more attractive study area and that makes library resources significantly more accessible.

The project plan for the coming year is to continue training students in the operation of the machine. In addition, a study will be conducted in conjunction with staff of the University Computer Centers to explore ways in which a connection with the Cyber Computer can increase the uses of the machine. The Kurzweil Reader Room is being equipped with a phone line and a CRT. The machine will thus be able to provide speech output facilitating interactive work with the computer. It may be feasible to scan and record books in the memory of the main frame computer so that students with personal computers possessing synthetic speech will have access to a larger variety of educational printed material via their phones. The plan for the coming year also calls for the acquisition of a greater variety of equipment for the reading rooms in Wilson Library, including recorders, typewriters, braillers, and closed-circuit TV magnifiers. It is expected that increased reading resources at the library will realize more of the potential of the Kurzweil Reading Machine. That is, instead of going to Wilson specifically to use the Kurzweil Reading Machine, students will be more likely to go there to use the library and employ the reading machine as one of several tools available to them for the purpose.

Needless to say, I appreciate the assistance you have provided to the Kurzweil Project. Use of undergraduate student trainers is proving to be very successful. In some respects, they can demonstrate advantages and model uses of the machine more effectively than can regular library staff.

This is especially important in view of the fact that students generally need a positive initial experience with the machine and a good deal of practice time with it (at least at this stage in the development of the voice quality) in order to determine clearly how useful it will be in meeting their individual reading needs. Please let me know if any additional information would be helpful for your reporting purposes.

Roger dr

RAD/dbr

Enclosures

cc: Tim McClusky

## Kurzweil Reading Machine Trainers
## Job Description

During the winter quarter of 1983, Wilson Library, with $500 contributed by General College's Special Services for Disadvantaged Students Program, employed two undergraduate assistants on a part-time basis to help train visually impaired students in the operation of the Kurzweil Reading Machine. The undergraduate assistants were hired and supervised by Tim McCluskey, the senior librarian responsible for the management of the Kurzweil Reading Machine. The assistants worked with a variety of students and assumed responsibility for the complete training of some students.

Training activities consisted of the following:

1) Introducing students to appropriate contact persons at the library and providing them with an orientation to special library resources. This included providing tours of the reading rooms in Wilson Library and acquainting students with Special Reference, book retrieval, and other services provided by library staff.

2) Introducing students to the basic capabilities and limitations of the reading machine and teaching them its operating system. Students needed to learn how to set voice controls for maximum intelligibility, how to adjust scanning and learning controls to accommodate various print styles and formats, and how to use memory controls for such purposes as reviewing, taking notes, and checking spelling.

3) Supervising student practice on the machine. This included setting up exercises of various kinds enabling students to gain proficiency in the operation of the machine and familiarity with processes for solving problems connected with degraded print, pictures, multiple columns, and varying print styles.

4) Preparing supplemental training materials. This included assembling practice materials, duplicating the manual and other instructional tapes, compiling and duplicating a braille list of the machine's special commands, etc.

# Xerox announces a grant of reading machines for the blind

XE

**Xerox Corporation has announced it will be donating 100 Kurzweil Readi Machines for the blind, to U.S. colleges and universities.**

**(The Kurzweil Reading Machine is a device that will automatically read a in synthetic voice virtually any English language document, printed or typewritten.)**

**This application is being sent to potentially qualified institutions of high learning, as an invitation to request consideration under the grant.**

**Colleges or universities who meet the criteria set out below should com this application and send it to:**

**Contributions Department**
**Xerox Corporation**
**Box 1600**
**Stamford, CT 06904**

**To receive consideration, applications must be submitted not later than March 12, 1982.**

## Application for Kurzweil Reading Machine Grant

Handicapped Resource Office

| | |
|---|---|
| College/University | University of Minnesota - Twin Cities Campus |
| Address: | 7 Morrill Hall/100 Church St. S.E./Mpls., MN 554 |
| Telephone: | (612) 376-2727 |
| Contact Person: | Dr. Roger A. Drewicke, Handicapped Resource Offic |

### Statement of Purpose

- In response to initiatives begun during the International Year of Disabled Persons, Xerox seeks a means of making an ongoing impact on the lives of Americans with disabilities, in a way that will assist them to become productive and independent.
- Specifically, our objective is to open to the bli and visually impaired new opportunities for higher education to the full limits of their pote through greatly enlarged access to the resou of the academic libraries of American college and universities.

### Selection Criteria

Selection of recipients under the Kurzweil Reading Machine grant from Xerox will be based primarily on the following criteria, which are listed in general order of importance:

- number of blind or visually impaired students in a degree-granting program of two years or more
- existence of an active program of service and support for blind and visually impaired students, or documentation of intent to set up such a program
- ability to provide a functional, accessible env ment for the use of the Kurzweil Reading Machine, with maximum hours of availability
- willingness to promote use of the Kurzweil R ing Machine to blind and visually impaired students
- active program for assistance in post-study employment placement for blind and visually impaired students
- geographic dispersion

## Description of College/University

### A. Campus and surrounding area

1. Location: Twin Cities Campus - Minneapolis and St. Paul, MN
   a. Surrounding community (rural, city, farming, industrial, etc.): City
   b. Area population: 1,500,000
2. Accessibility by public transportation (excellent, good, fair, none): Excellent
3. Compliance with Government accessibility specifications for the handicapped? Yes

(See enclosures.)

### B. College/University population (1979, 1980, 1981; projection for 1982)

| | 1979 | 1980 | 1981 | 1982 |
|---|---|---|---|---|
| 1. Total number of students: | 45,765 | 47,386 | 47,433 | 48,611 |
| 2. Total number of blind or visually handicapped students enrolled in degree-granting programs: (See #1 on attached sheets.) | 220 | 230 | 230 | 235 |
| 3. Total number of blind or visually handicapped staff members: (See #2 on attached sheets.) | 80-90 | 80-90 | 80-90 | 80-90 |

### C. Campus library

1. Hours available for use by
   a. students and staff: 122 hours per week
   b. other schools: 122 hours per week
   c. alumni: 122 hours per week
   d. public: 122 hours per week
2. Computer facilities and/or uses of computers in library: (See #3 on attached sheets.)

## I. Services for the Blind/Visually Impaired

### A. Does your college/university supply services to blind/visually impaired students

1. through a specific office or center? Yes
2. through other student services? Yes

### B. Describe your service facilities for handicapped students

(See #4 on attached sheets.)

1. Staff (number, part- or full-time, student or professional): Administrative (1 FTE), Counseling (5 1/4 FTE), Special Student Assistance (3 1/2 FTE), Clerical (2 FTE). (FTE = Full time equivalent.)

### C. Does your college/university provide post-study placement assistance for blind/visually impaired? Please describe, indicating number of students placed through this service during the last three years.

Special services provides job-seeking training to interested students and technical assistance to college placement offices working with blind and visually impaired students in integrated settings. The total number of blind and visually handicapped students placed is not readily available.

**D. Describe specific services and equipment available to blind and visually handicapped students**

1. Equipment

a. Braille writers: Yes

b. Large print typewriters: Yes

c. Closed-circuit enlargers: No

d. Special magnifiers: Yes (At many key locations.)

e. Optacon: No

f. Kurzweil Reading Machine: No

g. Other (please list): One braille computer printer, slow-speed 4-track tape recorders, tactile maps, raised-line drawing equipment, and a Xerox enlarging copier.

2. Services

a. Readers: Yes (Supplementing state services.)

b. Training Programs: Yes (Adapted to meet special needs.)

c. Braille transcribing: Yes (Supplementing state services.)

d. Recording: Yes (Supplementing state and national services.)

e. Other (please list): 1) Financial Aid: the University waives tuition for resident students who are legally blind and coordinates financial aid with vocational rehabilitation funding. 2) Libraries maintain

(Continued - see #5 on attached sheets.)

3. Is recorded or brailled material provided by

| | | | |
|---|---|---|---|
| a. Federal services: | Yes | b. State services: | Yes |
| c. Salaried staff: | Yes | d. Student volunteers: | Yes |
| e. Local volunteers: | Yes | f. Other (please list): | Computers |

**Please outline how the Kurzweil Reading Machine would be incorporated into your program of services for the disabled. Describe briefly why you feel your college/university would be a good location for the Kurzweil Reading Machine:**

If the University of Minnesota is granted a Kurzweil Reading Machine, the Handicapped Resource Office would assume responsibility for coordinating its use.

Management. The Kurzweil Reader would be located in Wilson Library, which contains the library system's major book holdings and a wide variety of computers and computer terminals. Library staff who manage the reading rooms for blind students would be responsible for training blind and visually-impaired users in the operation of the machine, maintaining a user schedule, and coordinating the machine's use with special reference and book retrieval services for handicapped students. Handicapped services staff of the University Computer Center would be responsible for technical consulting to maximize the machine's effectiveness as an interactive terminal. In addition, UCC staff would provide training in the use of the machine to blind students in computer sciences and other programs involving computer interaction, and they would, on an individual basis, help students assess which interactive modes (speech output, enlarged visual display, or braille) provides them with the most suitable learning and operating options. A staff member from both Wilson Library and the University Computer Center would be sent to Cambridge for training.

Student Development. Information about the reading machine would be disseminated through all usual channels: individual notices, notices placed in the handicapped resource guide, the student newspaper, prospective student publications, and newsletters of handicapped service agencies and handicapped community organizations. In addition, staff of the Disabled Student Counseling and Information Office would provide information on an individual basis to blind and visually impaired students, and they would help students determine the role that the Kurzweil Reader could play in meeting their special communication needs. In a similar manner, reading and study skills staff would work with learning disabled students to assess the effectiveness of the reader as a compensatory aid for various information processing deficits.

(Continued - see #6 on attached sheets.)

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**It is understood and agreed that, if this application is approved, the college/university receiving a Kurzweil Reading Machine as a grant from Xerox Corporation will:**

- **send two staff people to Cambridge, Massachusetts for training on the operation of the Kurzweil Reading Machine and direction on supervising a program and training others (travel expense to be borne by the college/university).**
- **commit staff time as required to train and assist students and other staff on the use of the Kurzweil Reading Machine; provide for appropriate re-training in the event of staff changes**
- **permit access to non-student, blind and visually impaired persons in the local community during times when the Kurzweil Reading Machine is not required for student use**
- **bear the cost of servicing the Kurzweil Reading Machine after one year from the date of original installation (current service cost is $2520 per year)**

Signature: Roger A. Dziuke

Title: Handicapped Resource Officer

Date: March 10, 1982

Application for Kurzweil Reading Machine Grant

Attachment

1) These figures are projections based on data obtained from a survey of student disabilities which the University conducted in the spring of 1978 for the purpose of planning services and accommodations. Disability identification was based on student self-perception rather than professional diagnosis. Although most of the students represented by these figures possess mild or moderate visual impairments, many of them have conditions of such nature that they would benefit from the use of a reading machine. The University maintains an exact count of registered students who are certified as legally blind. These figures are as follows:

Legally Blind Student Enrollment

| | | |
|---|---|---|
| 1979 | 57 | |
| 1980 | 60 | |
| 1981 | 65 | |
| 1982 | 72 | (projected) |

2) These figures are projections based on sample surveys of the 17,910 non-student employees of the University. Please consult the enclosures for information on special employment programs.

3) In Wilson Library (main library) there is a PDP-11/34 computer and five Apple computers. Wilson also has a remote job-entry station providing access to a large network including a Cyber 730, Cray 1B, and Cyber 172. The University of Minnesota Computer Center maintains at Wilson Library nine interactive terminals to the Cyber 172.

4) The University of Minnesota maintains an administrative office for handicapped students and employees which provides 504 resource coordination, information and referral services for students, staff, and faculty, excess-cost funding to programs providing special centralized services, and assistance to handicapped persons in making resource arrangements and resolving legal grievances. The University also maintains a disabled student counseling office which provides academic and personal counseling assistance, financial aid coordination, auxiliary aid services including interpreters and equipment loan, career counseling and placement assistance, and specialized reading and study skills instruction. In addition, key student services including orientation, physical planning, transit services, health services, admissions, financial aid, student employment, the library system, and University Computer Center provide special programs and support systems enabling handicapped students to make use of their services in integrated settings. Colleges and departments have designated handicapped student coordinators and faculty contacts who take responsibility for ensuring that students with disabilities receive reasonable cooperation with academic adjustments and special assistance with career development and placement. University policy calls for the accommodation of special needs and the provision of academic adjustments on a flexible and individual basis.

5) 2) Libraries maintain reading rooms for blind students and staff and provide special orientation, reference, and book retrieval services. 3) The University Computer Center provides special services to blind and visually impaired students learning computer sciences or carrying out programming assignments. DIAL provides by telephone recordings of informational materials.

6) One of the important goals of the Handicapped Student Program is to make available environmental modifications and on-location auxiliary aids that will increase the independence and integration of handicapped students. As a part of this goal, University counselors help students develop personal, social, academic, technical, and other special skills students need in order to benefit fully from educational opportunities provided in integrated settings. The Kurzweil Reader represents a breakthrough that can significantly reduce the dependence of handicapped students on personnel providing auxiliary aid services. At this point in its technical development, however, the reader can probably be used to best advantage if it is treated as a tool of a student development program whose objective is to help handicapped students develop skills and strategies which will enable them to pursue their academic professional goals with independence.

Monitoring. The Handicapped Resource Office would create a special committee to monitor and evaluate the arrangements for the Kurzweil Reader. Membership would include the handicapped student service coordinators from the library and computer center, disabled student counselors, blind and visually impaired students, staff, and faculty, handicapped coordinators from colleges in close proximity to the Twin Cities Campus, and representatives from interested organizations working with blind and visually impaired persons. Through the Handicapped Resource Office, the committee would submit reports to the Handicapped Administrative Steering Committee, a central committee comprised of representatives from all vice presidential offices and chaired by the vice president for student affairs, the senior officer responsible for the administration and coordination of handicapped student affairs.

Qualifications. There are a number of reasons why the University of Minnesota's Twin Cities Campus would represent a desirable location for a Kurzweil Reading Machine.

1) The University is a major urban institution whose campus is situated at the center of a large metropolitan area with a sizeable blind community and a wide variety of active organizations that work with visually impaired persons. At present, there seems to be only one Kurzweil Reader in the area, and the agency that owns it does not seem to be active in promoting or training persons in its use.

2) Because the University waives tuition for state residents who are legally blind and provides special services, the University has a higher than average number of qualified blind students who are interested potential users of the Kurzweil Reader.

3) Wilson Library is a modern building on the West Bank of the Mississippi, totally accessible, possessing advanced technical equipment and services, well equipped with handicapped parking, situated at the intersection of five major bus lines, and located within walking distance of several major handicapped apartment complexes. The University's Institute of Technology with its computer sciences department and its computer centers trains personnel for a nationally recognized center for computer industries. Both the library and the computer center have newly instituted programs providing special assistance to blind and visually impaired students.

4) The Handicapped Resource Office has recently held discussions with handicapped student coordinators of St. Mary's Junior College and Augsburg College. Both of these institutions have active programs for blind students and campuses within easy walking distance of Wilson Library on the West Bank. Both of the coordinators expressed interest in referring blind students to Wilson Library for training on any Kurzweil Reading Machine the University might acquire. There are a total of eighteen blind and visually impaired students who might benefit from such a cooperative agreement.

5) The Office for Student Affairs has considerable experience with how cost-effective use can be made of structural modifications and on-location adaptive equipment through supporting such arrangements with student development programs.

6) Many University programs are major purchasers of Xerox products, and for the last year, the Handicapped Resource Office has been exploring with local marketing representatives handicapped applications of technically advanced Xerox equipment (e.g., the use of enlarging copiers for the cost-effective large print reproduction of tests, syllabi, and other materials, and the use of recently developed word processing equipment for the teaching of composition to quadriplegic and other students who have manual or coordination impairments).

# CHAPTER X
# ENGLISH-AS-A-SECOND LANGUAGE TUTORING

## Background

The TRIO/Special Services program tutoring component includes unique one-on-one English-As-a-Second Language tutoring primarily for Asian students. This tutoring, arranged on an individual basis in the Reading/Writing Skills Center, gives beginning English students a rare opportunity to spend hours in face to face conversational English.

First, a student meets with his or her tutor to complete a learning contract which specifies weekly meeting times and the student's educational goals for this individual study. The student remains with the same tutor for the entire quarter, and receives one to two credits for an individual study class in Oral Communication (GC 1469). Based on the individual need of a student, tutors will aid them in comprehending and/or correcting their pronunciation, intonation, and speech patterns, and also to recognize these things in others' speech. Video-tapings, readings, conversation, vocabulary exercises, and group discussions with peers are used to aid the student in developing a more thorough knowledge of the English language. A total of 51 students received tutoring during the academic year. Eighty-five percent of the students were male, 15 percent female.

Students met for one-half to one hour per week with their tutors to develop various pronunciation and listening skills. They also met for arranged group discussions with peers in the course to practice conversation in English. At the end of the quarter the students were required to write an evaluation of the tutoring and discussion sections. The data summarized here come from an analysis of those evaluations.

## Activities

Some of the specific activities included:

- working on individual sounds/tongue twisters
- pronouncing idioms
- exercises for expanding vocabulary and conversation skills
- working on voice volume
- taping students so they could hear themselves objectively
- intonation practice
- telling stories and reading aloud with tutors correcting students
- making lists of trouble words for definitions, pronunciation, and usage
- studying course interest related vocabulary

- conversations
  - one-to-one
  - group
  - situational
  - walks on campus to discuss the sights
- role playing to learn vocabulary (i.e., buses, stores, school, et cetera)
- watching TV programs for practice in intonation and vocabulary ("Sixty Minutes")
- listening to the radio for intonation and new vocabulary
- discussing newspaper and magazine articles
- keeping daily journals
- video taping
- discussing aspects of American/Vietnamese culture, ideologies, religions, and customs.

Course Grades

- Thirty-eight (81 percent) of the 47 students completing course evaluations received A's in the class. Six percent (6 percent) received S's (pass on a pass/fail grading option).
- Nine percent (9 percent) received B's
- Two percent (2 percent) received C's, and
- Only one student (2 percent) received an N (unsatisfactory)

Tutors' Response to the Students

The tutors found their students to improve steadily and dramatically. They saw an increased confidence in speaking. Tutors generally characterized their students as highly motivated, enthusiastic, diligent, conscientious, dedicated, with good attendance, always preprared, and willing to work.

The few problems seem to arise in areas of hesitancy to speak (especially to native speakers), low voice volume, problems with intonation, and a few specific sounds. On the whole, these students were a joy to teach.

Student Response to the Course

In the narrative course evaluations, a majority of the students (55 percent) offered special thanks to their tutors for their teaching and helpfulness.

One student praised his tutor and how she was able to help him through difficulties because, "She knew my vulnerability." Forty percent of the students felt the course had helped them to gain confidence in speaking English, and 19 percent of the students stated that the course helped a lot in general. One student heralded the person who designed the class.

Many students believed that their pronunciation had improved (36 percent) as well as their ability to distinguish mistakes that they made (11 percent). Others mentioned they liked the group discussions (36 percent), but some students preferred the one-to-one tutoring (4 percent). Finally, the students felt that the course was a good way to bring foreign students together to learn more about American society. Because of this, they felt the course should be more broadly introduced.

The students themselves best summarize their feelings about taking part in this class:

> "English is the key to my studying and living in America."
>
> "1469 is also a place to learn, through learning the language, about American life, attitudes, customs, and how to use the University resources."
>
> "The group discussion of the course was very funny. Step-by-step the tutors and the students became friendly and we felt free to discuss everything."
>
> "I learned the most from group discussion, because the group has about ten students so there are ten different idea(s) to listen to."
>
> "On previous days I was very ashamed about my bad English; but with patience, my tutor corrected my faults of pronunciation, my grammar problems, and misusing words."
>
> "I was shy and ashamed to speak English and now I can open my mouth to talk to the American people."

and one student wrote poetically:

> "I pronounce words better and speak with a voice of confidence. A miracle helps to save my voice. 1469 helps me to speak stronger, louder, more exactly. The number '1469' sounds smoothly whenever I say it. I love this number, I love my tutor, Mr. Lyle, and I love myself . . . ."
>
> from the final report by Phat Munh Luu titled . . . "The Me Nobody Knows"

## Conclusions

In a large urban university, where students are often reduced to numbers and given misinformation upon misinformation about procedures, it is

gratifying to see a course greeted with obvious enthusiasm. Students and tutors alike thrive through the experience. It represents a useful technique for increasing non-native speakers' confidence in speaking a new language. The students are not the only ones to benefit. Reading the student evaluations, one cannot help but be charmed by the beauty that these students bring to the English language.

# CHAPTER XI
# 1981-82 TRIO/SPECIAL SERVICES STUDENTS: SECOND YEAR FOLLOW-UP STUDY

## Introduction/Background

The 1981-82 academic year was the second year of operation for the TRIO/Special Services program. To further test the longer term effectiveness of the TRIO program, the academic success of TRIO students continues to be monitored. The major questions of interest remain: "Did the students stay in school?" and "How successful were they while not receiving special services?"

After participating in the program for their freshman year, the 1981-82 TRIO students received grades which were comparable to a low income control group (who did not receive special services), even though they began school with less developed basic skills. The TRIO GPA (Ns excluded) was 2.78 compared to the control group GPA of 2.61. In addition, TRIO students were more likely to stay in school (Fall '81 to Spring '82) than were the control group (81 percent versus 72 percent respectively). TRIO students also passed a higher proportion of credits than did the control group (84 percent versus 70 percent respectively) during the 1981-82 school year.

This section takes a look at TRIO students during their second year at the University of Minnesota, both through transcripts and telephone contact. Some students continued to receive services during their second year through TRIO counseling and tutoring.

## Method

### Subjects

The subjects of this study include the 1981-82 TRIO/Special Services students and a low income control group randomly selected from TRIO-eligible students who did not receive special services. These students were broken down into four groups based on services utilized:

| | | | |
|---|---|---|---|
| 1) | Integrated Course of Study (ICS) | (N = 101) ] | TRIO |
| 2) | Counseling students | (N = 71) ] | total |
| 3) | Tutoring students | (N = 77) ] | 249 |
| 4) | Control group students | (N = 52) | |

### Procedure

I. Telephone survey.

An attempt was made to contact as many TRIO and control group students as possible by telephone to ask the following basic questions (see Appendix, Telephone Follow-Up Survey):

A) Are you in school now? If so, where? What kind of institution? Do you plan to continue?

B) If you are not in school, why did you leave?

C) Do you plan to return to school in the fall if you left for some reason other than graduation?

D) What General College or University programs, services, courses, were most helpful to you during your time at the University? Least helpful?

E) What are your suggestions for improvement? Comments?

II. Academic Success

The University's files were checked each quarter to record the following information:

A) Registration status
B) Credits attempted (all)
C) Credits receiving grade (A-N)
D) Credits passed (A-D, S)
E) Course grades.

At the close of the 1981-82 academic year, this information was analyzed to determine: retention rates (percent of students in school), grade point average (GPA, two ways, with Ns excluded and Ns included, N = 0), and credit completion ratios (CCR1 = proportion of credits receiving grades, CCR2 = proportion of credits passed). The calculation of these statistics is described in detail in Chapter IV.

## Results

I. Telephone Survey

A. Response to the survey. Overall, only 33 percent of TRIO students and 12 percent control group students were reached by phone (see Table XI-I). Because of the low response rate, only the questions concerning programs and services are summarized here. Control group data are not analyzed separately. Retention data is discussed in the section on academic success.

B. Summary

1. When asked what GC or University programs, services, or courses were most helpful to them during their time at the University:

- 50 students found counseling, advising, peer/advising, and the HELP Center most helpful.

- 15 students found Commanding English and the Reading/Writing Skills Center most helpful.

- 15 students found the GC tutoring helpful in the following areas: math, English, reading, psychology, and the tutors through the HELP Center.

- 9 students mentioned the TRIO program as the most helpful service.

- Courses cited as most helpful included:

  - business (17 students)
  - language/writing (13 students)
  - math (5 students)
  - paralegal courses and advisors
  - career planning
  - survival seminar
  - biology
  - GC classes in general.

- 3 students found Tom Casey of the HELP Center's legal services to be helpful.

- Bev Stewart and Caroline Gilbert of the HELP Center were also cited.

2. When asked what GC or University programs, services or courses were <u>least helpful</u> to them during their time at the University, students identified the following:

   Programs

   - financial aid

   - Reading/Writing Skills Center (had trouble getting help)

   Courses

   - Literature/Short Stories

   - Survival Seminar

3. Suggestions for Improvement

   - <u>Advisors</u> - need better information about requirements, personalized help for baccalaureate programs.

   - <u>Counselors</u> - need to be more reliable and responsible, to be there; career planning should be promoted more.

- Instructors - there should be an opportunity for students to evaluate the instructors; better communication, TA's/ students

- Communication - transfer to other colleges should be more streamlined; more classes transferable; better dissemination of information (concerning classes, programs, and jobs available)

- HELP Center - more financial support for HELP Center, more counselors.

- Physical plant - keep GC cleaner, less crowded.

- Financial - more financial aid, lower tuition.

4. Comments

"HELP Center staff are real pros. They really care. People should know that. They do a wonderful job."

"Overall, I'm satisfied with GC and the teachers."

## II. Academic Success

### A. Retention

The total number of students enrolled in post-secondary schools during the 1982-83 academic year is presented in Table XI-I. This number includes students enrolled in General College as well as students who reported, as a part of the telephone survey, that they were enrolled in a post-secondary school. Still, this number probably underestimates the number of students still enrolled. Across groups, about 50 percent of the students continued during the 1982-83 school year. There were no significant differences between groups.

### B. Grade Point Average

The quarterly and cumulative GPAs are displayed in Table XI-II. TRIO students performed at a slightly higher level (not a statistically significant difference). The TRIO GPA (Ns excluded) is equal, 2.46 compared to 2.43 for the control group. The TRIO GPA (with Ns included) is 2.05 compared to 1.90 for the control group.

For a cumulative University GPA (two years), the TRIO mean GPA is 2.67 and the control 2.52. No analyses were performed on these data.

### C. Credit Completion

Credit completion data for each group are presented in Table XI-III. The control group received grades for 96 percent of the credits they attempted (CCR1), with ICS students at 92 percent, and Counseling and Tutoring students at 94 percent during the '82-'83 academic year.

ICS students received passing grades for 74 percent of their credits, Counseling students passed 79 percent, and Tutoring students passed 84 percent for a TRIO total of 78 percent. The control group passed 76 percent of their credits.

TRIO students attempted a comparable number of credits during the academic year as the control group (attempted TRIO: 30.67, control 30.57). However, TRIO students passed an average of one more credit per year (TRIO = 24.04 versus control = 23.03).

After two years, TRIO students, on the average, have accumulated 58.27 credits, or almost five more credits than the control group (53.39 credits for the control group).

D. Graduation Rates

Graduation rates are reported in Table XI-I. Five percent of the TRIO group received some type of degree compared to two percent of the control group.

Discussion

Students contacted by phone were generally positive in their evaluation of services they had received. The area they found most in need of improvement was academic advising and the limited number of tutors and counselors available.

In terms of academic progress, the TRIO students continue to hold a slight edge over the initially better prepared control group. They are accumulating more credits while maintaining comparable GPAs, credit completion, graduation, and retention rates.

A more complete picture will be available at the end of the 1983-84 academic year, including students registered in other colleges at the University of Minnesota.

TABLE XI-I

Telephone Survey/Transcript Study

Number and percent of 1981-1982 TRIO students who were enrolled in Post-secondary Schools during the 1982-1983 academic year; Number of degrees received

| | ICS | Counseling | Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|
| Total students in program (N) | 101 | 115 | 70 | 58 | 286 |
| N contacted by phone | 34 | 39 | 22 | 7 | 95 |
| % contacted by phone | 34% | 34% | 31% | 12% | 33% |
| Total N students enrolled in post-secondary schools 1982-83 | 55 | 55 | 36 | 29 | 146 |
| % of students enrolled in post-secondary schools | 54% | 48% | 51% | 50% | 51% |
| Degrees received | | | | | |
| BA/BS/BAS/BGS | 0 | 5 | 0 | 0 | 5 |
| AA | 2 | 5 | 1 | 1 | 8 |
| Certificate | 0 | 2 | 0 | 0 | 2 |
| Total degrees | 2 | 12 | 1 | 1 | 15 |
| % of students receiving degrees | 2% | 10% | 1% | 2% | 5% |

TABLE XI-II

Mean Grade Point Averages (GPA) for 1981-82 TRIO Students for 1982-83 Academic Year; Calculated two ways, GPA-I, Ns excluded, GPA-II, Ns included (N = 0)

| (1981-82) | ICS (N=101) | Counseling (N=71) | Tutoring (N=77) | Control Group (N=52) | TRIO Total (N=249) |
|---|---|---|---|---|---|
| Fall N of students | 48 | 40 | 29 | 28 | 117 |
| GPA-I (Ns excluded) | 2.47 | 2.79 | 2.31 | 2.39 | 2.53 |
| GPA-II (Ns included) | 2.10 | 2.17 | 1.91 | 1.73 | 2.07 |
| Winter N of students | 45 | 35 | 25 | 21 | 105 |
| GPA-I (Ns excluded) | 2.47 | 2.56 | 2.30 | 2.40 | 2.39 |
| GPA-II (Ns included) | 2.00 | 2.40 | 2.12 | 2.08 | 2.11 |
| Spring N of students | 39 | 31 | 25 | 18 | 95 |
| GPA-I (Ns excluded) | 2.67 | 2.38 | 2.29 | 2.53 | 2.45 |
| GPA-II (Ns included) | 2.01 | 1.82 | 1.99 | 1.94 | 1.94 |
| 1982-83 Cumulative N of students | 50 | 44 | 30 | 28 | 124 |
| GPA-I (Ns excluded) | 2.52 | .60 | 2.30 | 2.43 | 2.46 |
| GPA-II (Ns included) | 2.04 | 2.15 | 2.00 | 1.90 | 2.05 |
| U/M Cumulative (2 Years) N of students | 50 | 44 | 30 | 28 | 124 |
| GPA-I (Ns excluded) (Estimate based on 11-point scale GPA) | 2.72 | 2.60 | 2.81 | 2.52 | 2.67 |

TABLE XI-III

Mean Credit Completion Ratios (CCR1 and CCR2) for 1981-82 TRIO Students for 1982-83 Academic Year and Cumulatively

| | ICS (N=101) | Counseling N=71) | Tutoring (N=77) | Control Group (N=52) | TRIO Total (N=249) |
|---|---|---|---|---|---|
| Fall N of students | 48 | 40 | 29 | 28 | 117 |
| CCR1 | .98 | .97 | .99 | .95 | .98 |
| CCR2 | .82 | .76 | .85 | .70 | .80 |
| $\bar{X}$ credits attempted | 11.42 | 12.25 | 12.76 | 13.39 | 12.03 |
| $\bar{X}$ received grade | 11.21 | 11.83 | 12.59 | 12.68 | 11.76 |
| $\bar{X}$ passed | 9.21 | 9.30 | 10.83 | 9.38 | 9.64 |
| Winter N of students | 45 | 35 | 25 | 21 | 105 |
| CCR1 | .93 | .95 | .88 | .98 | .92 |
| CCR2 | .76 | .89 | .82 | .95 | .82 |
| $\bar{X}$ credits attempted | 11.11 | 12.20 | 12.96 | 12.14 | 11.91 |
| $\bar{X}$ received grade | 10.36 | 11.54 | 11.44 | 11.95 | 11.01 |
| $\bar{X}$ passed | 8.49 | 10.89 | 10.60 | 10.38 | 9.79 |
| Spring N of students | 39 | 31 | 25 | 18 | 95 |
| CCR1 | .85 | .90 | .93 | .94 | .89 |
| CCR2 | .65 | .71 | .84 | .73 | .72 |
| $\bar{X}$ credits attempted | 11.44 | 12.32 | 12.64 | 12.56 | 12.04 |
| $\bar{X}$ received grade | 9.72 | 11.13 | 11.76 | 11.83 | 10.72 |
| $\bar{X}$ passed | 7.38 | 8.71 | 10.68 | 9.17 | 8.68 |
| Cumulative '82-'83 | | | | | |
| N of students | 50 | 44 | 30 | 28 | 124 |
| CCR1 | .92 | .94 | .94 | .96 | .93 |
| CCR2 | .74 | .79 | .84 | .76 | .78 |
| $\bar{X}$ credits attempted | 29.88 | 29.52 | 33.67 | 30.57 | 30.67 |
| $\bar{X}$ received grade | 22.66 | 27.78 | 33.50 | 29.25 | 28.60 |
| $\bar{X}$ passed | 22.24 | 23.25 | 28.20 | 23.03 | 24.04 |
| U/M Cumulative (2 Years) | | | | | |
| N of students | 50 | 44 | 30 | 28 | 124 |
| $\bar{X}$ total credits | 58.33 | 56.21 | 61.26 | 53.39 | 58.27 |

# CHAPTER XII
# 1980-81 TRIO/SPECIAL SERVICES: THIRD YEAR FOLLOW-UP STUDY

## Introduction/Background

The 1980-81 academic year was the first year of operation for the TRIO/Special Services program at General College. Two hundred and forty-seven (247) students were served during the academic year through an integrated course of study, tutoring, and/or counseling. These students were retained at a rate of 84 percent (continuous registration) during their first year with a GPA (Ns excluded) of 2.79, compared to 68 percent retention for a low income control group with a GPA of 2.88 (Read, 1981).

During the following academic year, 50 percent of the TRIO students remained registered at General College compared to 46 percent of the control group. The TRIO GPA (Ns excluded) was 2.64 compared to 2.74 for the control group (Read, 1982).

This section details the third year at GC for these students.

## Method

### Subjects

The subjects of this study include the 1980-81 TRIO/Special Services students and a low income control group randomly selected from TRIO-eligible students who did not receive special services. These students were broken down into four groups based on services utilized:

| | | |
|---|---|---|
| 1) | Integrated Course of Study (ICS) | (N=63) |
| 2) | Counseling students | (N=88) |
| 3) | Tutoring students | (N=96) |
| 4) | Control group students | (N=59) |

### Procedure

The University files were checked each quarter to record the following information:

1) Registration status
2) Credits attempted (all)
3) Credits receiving grade (A-N)
4) Credits passed (A-D, S)
5) Course grades

At the close of the 1982-83 academic year, this information was analyzed to determine: retention rates (percent of students in school), grade point average (GPA, two ways, with Ns excluded and Nx included, N=0), and credit completion ratios (CCR1 = proportion of credits receiving grades, CCR2 = proportion of credits passed). The calculation of these statistics is described in detail in Chapter IV.

Limitations of the Data

A recent study of General College transfer patterns shows that by the end of their second year, 23 percent of all General College students have transferred to another academic unit within the University of Minnesota. The students included in this section represent only General College students. No attempts will be made to generalize from these data. They are provided instead as a profile of General College students who have participated in Special Services as compared to students who did not participate in TRIO.

Results 1982-83

Retention Rates

The number and percent of 1980-81 students enrolled in General College during the 1982-83 academic year are displayed in Table XII-I.

Twenty-five (25) percent of the TRIO students and 19 percent of the control group students enrolled at GC during the 1982-83 academic year. A very small number of TRIO and control group students have completed degrees (see Table XII-I).

GPA

The GPAs (with and without Ns) are presented in Table XII-II.

Of the students remaining at GC, control group students received higher GPAs during the 1982-83 year than TRIO students (2.96 control versus 2.40 TRIO, Ns excluded, and 2.42 control versus 1.81 TRIO, Ns included). Overall, however, TRIO students had a higher cumulative GPA than control group students (2.66 TRIO versus 2.46 control on an 11 point scale).

Credit Completion

TRIO students completed slightly fewer credits than control group students during the 1982-83 academic year and a comparable number cumulatively (81.64 total control credits versus 79.64 total TRIO credits). These figures are displayed in Table XII-III.

Discussion

It appears that, on the whole, for students remaining registered at GC, TRIO students are making similar to slightly better progress toward their degrees as are the control group students.

A more accurate picture of progress will be included in a cross-college summary of TRIO students during the final report for the TRIO Special Services program 1983-84.

TABLE XII-I

Number and Percent of 1980-81 TRIO Students
Enrolled in General College During the 1982-83 Academic Year

Number of Degrees Received

| | ICS | Counseling | Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|
| Total students in program | 63 | 88 | 96 | 59 | 247 |
| Total students enrolled in General College during 1982-83 | 19 | 17 | 26 | 11 | 62 |
| Percent of students enrolled in General College during 1982-83 | 30% | 19% | 27% | 19% | 25% |
| Number of degrees received: | | | | | |
| AA | 3 | 1 | 2 | 1 | 6 |
| BA | 0 | 0 | 0 | 0 | 0 |
| Certificate | 0 | 0 | 0 | 0 | 0 |
| Total number of degrees | 3 | 1 | 2 | 1 | 6 |

TABLE XII-II

Mean Grade Point Average (GPA) for 1980-81 TRIO Students Enrolled in General College for 1982-83 Academic Year and Cumulatively. Calculated two ways: GPA I = Ns excluded, GPA II = Ns included (N=0).

| | ICS | Counseling | Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|
| Fall N of students | 17 | 13 | 24 | 9 | 54 |
| GPA I (Ns excluded) | 2.35 | 2.15 | 2.22 | 2.99 | 2.24 |
| GPA II (Ns included) | 1.81 | 1.78 | 1.64 | 2.45 | 1.73 |
| Winter N of students | 16 | 12 | 20 | 10 | 48 |
| GPA I (Ns excluded) | 2.27 | 2.30 | 2.41 | 3.11 | 2.34 |
| GPA II (Ns included) | 1.51 | 1.96 | 1.99 | 2.33 | 1.85 |
| Spring N of students | 14 | 9 | 18 | 7 | 41 |
| GPA I (Ns excluded) | 2.97 | 2.39 | 2.72 | 2.74 | 2.74 |
| GPA II (Ns included) | 1.47 | 1.33 | 1.91 | 2.49 | 1.89 |
| Cumulative 1982-83 | | | | | |
| N of students | 19 | 17 | 26 | 11 | 61 |
| GPA I (Ns excluded) | 2.50 | 2.25 | 2.42 | 2.96 | 2.40 |
| GPA II (Nx included) | 1.84 | 1.73 | 1.84 | 2.42 | 1.81 |
| U/M Cumulative | | | | | |
| N of students | 19 | 17 | 26 | 11 | 61 |
| GPA I (Ns excluded, on 11-point scale) | 7.94 | 7.58 | 7.19 | 7.15 | 7.65 |
| GPA I (Ns excluded, on 4-point scale) | 2.78 | 2.63 | 2.48 | 2.46 | 2.66 |

TABLE XII-III

Mean Credit Completion Ratios (CCR1 and CCR2) for 1980-81 TRIO Students for 1982-83 Academic Year and Cumulatively

| | ICS | Counseling | Tutoring | Control Group | TRIO Total |
|---|---|---|---|---|---|
| Fall N of students | 17 | 13 | 24 | 9 | 54 |
| CCR1 | .94 | 1.00 | .94 | .95 | .95 |
| CCR2 | .78 | .83 | .70 | .78 | .74 |
| $\bar{X}$ credits attempted | 12.59 | 11.15 | 9.88 | 12.33 | 11.04 |
| $\bar{X}$ credits rec'g. grade | 11.82 | 11.15 | 9.26 | 11.78 | 10.54 |
| $\bar{X}$ passed | 9.18 | 9.31 | 6.96 | 9.67 | 8.22 |
| Winter N of students | 16 | 12 | 20 | 10 | 48 |
| CCR1 | .82 | .79 | .95 | .86 | .86 |
| CCR2 | .58 | .67 | .79 | .55 | .69 |
| $\bar{X}$ credits attempted | 11.88 | 13.00 | 11.20 | 11.10 | 11.88 |
| $\bar{X}$ credits rec'g. grade | 9.75 | 10.25 | 10.65 | 9.60 | 10.25 |
| $\bar{X}$ passed | 6.88 | 8.75 | 8.85 | 6.10 | 8.17 |
| Spring N of students | 14 | 9 | 18 | 7 | 41 |
| CCR1 | .85 | .91 | .90 | .75 | .89 |
| CCR2 | .66 | .48 | .64 | .69 | .68 |
| $\bar{X}$ credits attempted | 10.36 | 11.56 | 10.39 | 12.71 | 10.63 |
| $\bar{X}$ credits rec'g. grade | 8.79 | 10.56 | 9.39 | 9.57 | 9.44 |
| $\bar{X}$ passed | 6.79 | 5.56 | 6.67 | 8.71 | 6.46 |
| Cumulative '81-'82 N of students | 19 | 17 | 26 | 11 | 61 |
| CCR1 | .87 | .90 | .96 | .86 | .90 |
| CCR2 | .66 | .68 | .72 | .67 | .76 |
| $\bar{X}$ credits attempted | 30.05 | 23.82 | 24.92 | 28.27 | 26.26 |
| $\bar{X}$ credits rec'g. grade | 26.67 | 21.35 | 23.27 | 24.45 | 23.74 |
| $\bar{X}$ passed | 20.06 | 16.24 | 17.85 | 19.00 | 18.05 |
| U/M Cumulative, N of students | 19 | 17 | 26 | 11 | 61 |
| $\bar{X}$ credits (NPA) | 61.58 | 58.91 | 63.79 | 66.64 | 62.79 |
| $\bar{X}$ total credits | 80.47 | 74.15 | 79.56 | 81.64 | 79.64 |

# CHAPTER XIII
# CONCLUSIONS AND RECOMMENDATIONS

## Discussion/Conclusions

This year a pronounced pattern emerged when looking at student outcomes. On all measures of academic success, the students receiving general tutoring and English-as-a-second language tutoring performed at a higher level than students receiving counseling or participating in the Integrated Course of Study.

Interpretation of these differences in performance is difficult for several reasons. First, differences existed between these groups prior to enrolling in any special programs. Many students in the ICS and Counseling groups are single parents or students struggling with life situations which prohibit them from taking large credit loads. The ESL students represent a different cultural group, primarily Asian students, and many exhibit extremely high personal motivation. Students who seek out special tutoring for themselves may be very different from students who seek the kind of support offered through special classes or counseling. Secondly, the needs of these groups and barriers to their success may also vary. Focusing on the differences both prior to and after participating in the program may actually cloud the real issue of determining the effectiveness of the program. One question that can never be answered is how successful the TRIO students would have been if they had not participated in the program, for better or for worse.

It is helpful instead to examine the program components closely to find which of them contribute the most and the least to the program's success. After scrutinizing the data, the following recommendations are made.

## Recommendations

1. Identify screening procedures to ensure that students receiving services are those most likely to benefit.

2. Consider options/enhancements to ICS and Counseling components due to the less effective results produced in these areas. Or investigate motivational or life situations which may result in less successful academic careers. Instigate closer follow-up of these students.

3. Continue to use and expand:
   - ESL tutoring and general tutoring
   - Psychology of Personal Effectiveness and other transitional courses.

4. Expand the use of innovative instructional methods where appropriate.

5. Increase follow-up on second, third, and fourth year students
   - using peer counselors assigned to contact students
   - tracking of student grades across the University.

6. Monitor Summer Institute students during the academic year.

7. Monitor students receiving special tutoring for the physically handicapped and learning disabled.

8. A clearly written program description and program objectives should be made available to students.

Thank you for your time. Any questions or comments concerning this evaluation should be directed to:

Sherry Read
General College
University of Minnesota
106 Nicholson Hall
216 Pillsbury Drive S.E.
Minneapolis, MN 55455

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# Appendix

## Forms Used to Collect Data Used in the Evaluation

YOU MUST TURN IN THIS FORM AT WINDOW 20 AT THE TIME OF YOUR REGISTRATION.

## Special Services Reporting Form

General College is required to collect the following information in order to qualify for special federal funding. This information is confidential and will not be reported to any other office within the University.

Last Name (Please Print) _____ First Name _____ Student I.D. No. _____

1. Year in college (check one)

___ 1) Freshman ___ 2) Sophomore ___ 3) Junior ___ 4) Senior

2. Are you financially self supporting? (check one)

___ 1) Yes ___ 2) No

3. Total number of people in your family (include yourself). If you are self-supporting, include the number of people you support. If you are supported by parents, include the total number of people in the family supported by your parents. (check one)

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 or more

4. Total yearly family income (gross). Do not include AFDC, Social Security, child support, Veterans benefits, housing assistance, or student financial aid. (check

| | | |
|---|---|---|
| ___ 1) Less than $6,999 | ___ 12) $17,000 - 17,999 | ___ 23) $28,000 - 28,999 |
| ___ 2) $ 7,000 - 7,999 | ___ 13) 18,000 - 18,999 | ___ 24) 29,000 - 29,999 |
| ___ 3) 8,000 - 8,999 | ___ 14) 19,000 - 19,999 | ___ 25) 30,000 - 30,999 |
| ___ 4) 9,000 - 9,999 | ___ 15) 20,000 - 20,999 | ___ 26) 31,000 - 31,999 |
| ___ 5) 10,000 - 10,999 | ___ 16) 21,000 - 21,999 | ___ 27) 32,000 - 32,999 |
| ___ 6) 11,000 - 11,999 | ___ 17) 22,000 - 22,999 | ___ 28) 33,000 - 33,999 |
| ___ 7) 12,000 - 12,999 | ___ 18) 23,000 - 23,999 | ___ 29) 34,000 - 34,999 |
| ___ 8) 13,000 - 13,999 | ___ 19) 24,000 - 24,999 | ___ 30) 35,000 - 35,999 |
| ___ 9) 14,000 - 14,999 | ___ 20) 25,000 - 25,999 | ___ 31) 36,000 - 36,999 |
| ___ 10) 15,000 - 15,999 | ___ 21) 26,000 - 26,999 | ___ 32) 37,000 or more |
| ___ 11) 16,000 - 16,999 | ___ 22) 27,000 - 27,999 | |

5. Are you receiving financial aid? (check one)

___ 1) Yes ___ 2) No

6. Do you have a physical, emotional or learning disability? (check one)

___ 1) Yes (specify)_____ ___ 2) No

If yes, what services do you need because of your disability? (specify)

_____

7. Did either your mother or father receive a four-year degree from a college or university? (check one)

___ 1 Yes ___ 2) No

(11-82)

# TRIO Program Exit Review

Name _____ I.D. No. _____

Survival Seminar Instructor _____ Quarter Entering _____

Quarter Leaving _____

Reason for Leaving:

___ 1) Satisfactory academic progress

___ 2) Transfer to another university or college (specify)

_____

___ 3) Graduated

___ 4) Insufficient financial aid

___ 5) Entered armed forces

___ 6) Personal reasons

___ 7) Health

___ 8) Death

___ 9) Academic dismissal (from school)

___ 10) Administrative dismissal (from school)

___ 11) Continued participation unprofitable

___ 12) Other (specify) _____

_____

Immediate plans:

_____

_____

_____

Still in school:

___ Yes ___ No

Utilized counseling prior to leaving?

___ Yes ___ No

TRIO/Special Services

Program Utilization Summary

Name _____ / _____ / _____
Last First M.I.

I.D. Number _____ Service Group ____

| I. Services Utilized | Number of Times Utilized | Total Duration In Hours |
|---|---|---|
| 1) Services for physically disabled | ____ | ____ |
| 2) Services for students of limited English-speaking ability | ____ | ____ |
| 3) Student orientation | ____ | ____ |
| 4) Individual counseling | ____ | ____ |
| 5) Group counseling | ____ | ____ |
| 6) College re-entrance counseling for dropouts | ____ | ____ |
| 7) Tutoring | ____ | ____ |
| 8) Classroom instruction in basic skills | ____ | ____ |
| 9) Cultural enrichment activities | ____ | ____ |
| 10) Referrals to health, employment, housing, and legal agencies and resources | ____ | ____ |

University of Minnesota, General College
TRIO/Special Services Program

Telephone Follow-Up Survey
1983

1) NAME:

_____ / _____ / ____
Last First MI

PHONE NUMBER:

_____ / _____
Area Code Number

2) STUDENT I.D. NUMBER:

_____ / _____
Group Code Student I.D. Number

3) Have you been or are you now a student at the University of Minnesota during the 1982-83 year?

___a) Yes, day school

___b) Yes, Extension

___c) No

College _____

Quarters F W S
(circle as many as apply)

4) Were you a student during the 1982-83 school year at any other post-secondary institution?

___a) Yes. Name of institution _____

___b) No

5) If yes, type of institution:

___a) Community college (2-year)

___b) College or university (4-year)

___c) Vocational-technical school

___d)

___e) Not applicable

6) If you have not returned to the University of Minnesota, what were your reasons for leaving? (Check one only.)

___a) transfer to another university or college
___b) graduated
___c) insufficient financial aid
___d) entered armed forces
___e) personal reasons
___f) health
___g) death
___h) academic dismissal (from school)
___i) administrative dismissal (from school)
___j) continued participation unprofitable
___k) parenting (day care)
___l) other (specify) _____

_____

_____

___m) not applicable

7) If you did not return to the University of Minnesota, did you utilize counseling prior to leaving? (Check one.)

___a) Yes
___b) No
___c) Not applicable

8) Do you plan to return to the General College, University of Minnesota, during the 1983-84 academic year?

___a) Yes
___b) No
___c) Can't answer

9) If you will not be attending the University of Minnesota next year, what are your reasons for not returning?

___a) transfer to another university or college
___b) graduated
___c) insufficient financial aid
___d) entered armed forces
___e) personal reasons
___f) health

9) Continued ..

___g) death
___h) academic dismissal (from school)
___i) administrative dismissal (from school)
___j) continued participation unprofitable
___k) parenting (day care)
___l) other (specify) _____

_____

_____

___m) not applicable

10) If you will not be attending the University of Minnesota, do you plan to attend another post-secondary institution (not previously mentioned)?

___a) Yes. Name of institution _____
___b) No
___c) Can't answer

11) If yes, type of institution:

___a) Community college (2-year)
___b) College or university (4-year)
___c) Vocational-technical school
___d)
___e) Not applicable

12) Since you left the University, what have you been doing? (Check as many as apply.)

___a) Working
___b) Student
___c) Unemployed
___d) Seeking employment
___e) Parenting
___f) Other (specify) _____
___g) Not applicable

13) What GC or University programs, services, or courses were <u>most helpful</u> to you during your time at the University? Be specific.

14) What GC or University programs, services, or courses were <u>least helpful</u> to you during your time at the University? Be specific.

15) Suggestions for improvement.

16) Additional comments.

Rev. 8-82

# ATTITUDE INVENTORY

This inventory includes questions concerning the way you view yourself and others. There are no right or wrong answers. Please answer each question as quickly and honestly as it is possible to answer. Circle only one response per question.

Student I.D. No. Student Name (Last, First; Middle Initial)

| | | (circle one for each question) | | | | |
|---|---|---|---|---|---|---|
| 1. | How often do you have the feeling there is nothing you can do well? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 2. | How often do you feel that you have hand-led yourself well at a social gathering? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |
| 3. | How often do you worry about whether other people like to be with you? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 4. | How often do you feel self-conscious? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 5. | How confident do you feel that some day the people you know will look up to you and respect you? | 1 very un-confi-dent | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confident |
| 6. | Do you ever feel so discouraged with your-self that you wonder whether anything is worthwhile? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 7. | In general, how con-fident do you feel about your abilities? | 1 very uncon-fident | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confi-dent |
| 8. | Do you ever think that you are a worthless individual? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 9. | How often do you have the feeling that you can do every-thing well? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |

(circle one for each question)

| | | | | | |
|---|---|---|---|---|---|
| 10. How, often are you troubled with shyness? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 11. How comfortable are you when starting a conversation with people whom you don't know? | 1 very uncom-fort-able | 2 fairly uncom-fort-able | 3 aver-age | 4 fairly comfor-table | 5 very comfor-table |
| 12. How sure of yourself do you feel when among strangers? | 1 very unsure | 2 fairly unsure | 3 aver-age | 4 fairly sure | 5 very sure |
| 13. When you speak in a class discussion, how sure of yourself do you feel? | 1 very unsure | 2 fairly unsure | 3 aver-age | 4 fairly sure | 5 very sure |
| 14. How often do you feel inferior to most of the people you know? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 15. How confident are you that your success in your future job or career is assured? | 1 very un-confi-dent | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confi-dent |
| 16. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel? | 1 very afraid | 2 fairly afraid | 3 aver-age | 4 fairly una-fraid | 5 very una-fraid |
| 17. When you talk in front of a class or a group of people your own age, how pleased are you with your performance? | 1 very dis-pleased | 2 fairly dis-pleased | 3 aver-age | 4 fairly pleased | 5 very pleased |
| 18. How often do you feel that you dislike yourself? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 19. How much do you worry about how well you get along with others? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 20. How often do you feel that you are a successful person? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |

General College
Retention Programs

Individual Registration Record

Last Name / First Name / Init. Student I.D. No.

Attended Summer Institute?

____ Yes
____ No

Registered for Special Program?

____ Yes
____ No

If yes, (check one)

____ Commanding English
____ PEP I (American Indian)
____ Pep II (Chicano)
____ Pep III (Black)
____ TRIO Integrated Course of Study

---

TRIO Office Use Only

General College Placement Program Scores

| | |
|---|---|
| Reading (RPT) | ___ / 35 |
| Writing (WEEPT) | ___ / 40 |
| Math: | |
| Whole Numbers | ___ / 07 |
| Arithmetic Total | ___ / 25 |
| Algebra | ___ / 20 |

Quarter Taken ___ / ___
SP, FA WI, SU Year

General College TRIO Program
Student Satisfaction Survey

Student I.D. No. _____ Student Name _____ _____
Last (please print) First

The following questions focus on your opinions about the TRIO Program. Please circle one number for each statement to indicate the extent to which you agree or disagree with it.

| | strongly disagree | disagree | agree | strongly agree | very strongly agree |
|---|---|---|---|---|---|
| 1. The TRIO Program helped me to stay in school. | 1 | 2 | 3 | 4 | 5 |
| 2. I have more confidence in myself as a student now than I did last fall as a result of the TRIO Program. | 1 | 2 | 3 | 4 | 5 |
| 3. The TRIO staff has <u>not</u> been very supportive of me in my efforts as a student. | 1 | 2 | 3 | 4 | 5 |
| 4. The TRIO staff has been accessible to me when I needed help. | 1 | 2 | 3 | 4 | 5 |
| 5. My skills in organization have <u>not</u> improved this year from being in the TRIO Program. | 1 | 2 | 3 | 4 | 5 |
| 6. The TRIO Program has <u>not</u> helped me to make career plans. | 1 | 2 | 3 | 4 | 5 |
| 7. My long-range planning skills have improved this year as a result of participating in the TRIO Program. | 1 | 2 | 3 | 4 | 5 |
| 8. Overall, I am satisfied with the TRIO Program. | 1 | 2 | 3 | 4 | 5 |
| 9. I would <u>not</u> recommend the program to friends and relatives. | 1 | 2 | 3 | 4 | 5 |
| 10. I was more motivated to continue school when I started last Fall than I am now. | 1 | 2 | 3 | 4 | 5 |
| 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. | 1 | 2 | 3 | 4 | 5 |

Student Satisfaction Survey: Additional Questions

1. What courses, programs, or services have been most helpful to you at the University (be specific)?

2. What courses, programs, or services have been least helpful to you at the University (be specific)?

3. Do you have any ideas for improving the TRIO program?

4. Additional comments.