

A SURVEY AND DESCRIPTION
OF RETENTION PROGRAMS
AT THE UNIVERSITY OF MINNESOTA
TWIN CITIES AND COORDINATE CAMPUSES

PREPARED FOR SUBCOMMITTEES B AND C
OF THE TASK FORCE ON STUDENT ACCESS

BY

RONALD MATROSS AND CATHERINE WAMBACH
OFFICE FOR STUDENT AFFAIRS
STUDENT LIFE STUDIES AND PLANNING OFFICE

-D R A F T-

JANUARY 7, 1977

M&D
9/29/80

Introduction

In the Fall of 1976 the Student Access Task Force Subcommittee on Student Retention asked Student Life Studies and Planning to develop descriptions of retention programs at the University of Minnesota with a special emphasis on programs serving minority and high risk students. Since all students receive academic advising through their colleges, we began by interviewing college scholastic standing officers about the nature of the services they offer students who are experiencing academic problems. From this survey, we compiled a list of services to which scholastic standing officers refer such students. We supplemented this list with other services aimed at retaining students but not mentioned by the scholastic standing officers. The names of these latter services were largely taken from lists of minority support programs compiled in Spring of 1975 for the Student Access Task Force. Interviews were then conducted with the directors or staff members of these programs.

Telephone and personal interviews were used to gather most of the information in the report with some information taken from written reports. All of the information reflects the views of the scholastic standing officers, program directors, or staff members interviewed. This report is descriptive and is not intended as an evaluation of the effectiveness of the programs described.

The first part of the report presents the descriptions by scholastic standing officers of their colleges' efforts to identify and retain minority students, high risk students, and students with academic difficulties. The second section presents the descriptions by program personnel of their retention programs. Both descriptive sections are followed by summaries, and conclusions are drawn in a final section.

I. Support Programs at the Twin Cities Campuses

Agriculture

Support for College of Agriculture students is provided by faculty advisors and central office staff. The central office staff attempts to identify students having academic problems using print-outs of grades from Admissions and Records. It is usually not feasible to determine whether or not a student should be placed on probation until the end of Spring quarter of an academic year. A Hold is then placed on the student's record and the student's advisor is notified.

Students on probation are required to see a scholastic standing person in the central office before registering. The central office staff attempt to verify the record and then discuss the problem. Academic and educational problems are handled in the college by the student's advisor. Students are referred to Financial Aid or the Student Counseling Bureau in Coffey Hall for financial aid or personal counseling. Students are also referred to RSSC for reading and study skills help. The Rhetoric Department within the college offers courses in reading and listening skills that are not remedial but do facilitate a higher level of skill development in these areas.

The College of Agriculture has attracted few minority students. Minority students who have been in Agriculture have been MLK students, and the MLK program staff have provided services for them. There is no strong recruiting program in the college, especially for undergraduates. Recruitment is a more active concern at the graduate level.

College of Biological Sciences

The College of Biological Sciences is an Upper Division college whose prerequisites include calculus and chemistry. Students within the college tend to be a high ability, highly motivated group. Student support services are provided by faculty and advisors in the college office. Students' academic records are reviewed by going over grade slips at the end of each quarter. Students who are identified as having difficulties are encouraged to see someone in the college office. If the students have problems for two quarters in a row, they are required to see an advisor in the central office. The staff is not satisfied with their system of identifying these students and feel there are many holes in the system.

Advisors feel that most academic problems are due to non-school problems, like marriage difficulties, working too many hours, and taking too many courses. Students are encouraged to drop down to as many credits as they can successfully complete in a quarter. Students are referred to the Student Counseling Bureau of the Health Service if it appears they may have emotional problems.

The College of Biological Sciences has an extremely small minority enrollment. In the past, they have offered a special section of general biology for MLK students in an attempt to interest these students in biology. The section met the hour before or after lunch so the students could use the lab facilities over the noonhour if they desired to. This fall the special section is not being offered due to lack of interest by the MLK staff, says Dr. Kerr. Minorities in CBS are usually foreign students and they are referred for services to the foreign student office.

While the College of Biological Sciences is not primarily responsible for servicing pre-biology majors, they do offer a biology colloquium for freshman students who are considering biology as a major. The colloquium introduces the student to biology as a discipline and a career. The colloquium is ongoing and is offered for two credits a quarter.

Business Administration

Business Administration is an Upper Division college and accepts students after they have completed ninety credits of pre-requisite coursework. Advising is provided by a central office advising staff. This staff is also responsible for identifying students who are experiencing academic problems and contacting them. If a student is placed on probation and remains there for more than a quarter, the student must talk to an advisor in the central office. The advisor helps the students determine the nature of the problem and suggests ways of solving the problem. Often students are encouraged to reduce their course loads or work or other time commitments. The advising office attempts to provide services directly rather than refer students to outside sources of help. Students are encouraged to talk to course instructors about problems with specific courses and are occasionally referred to the Reading and Study Skills Center or the Student Counseling Bureau.

Business Administration is attracting more minority students and is attempting to recruit more minorities into the major. A student organization exists and this year, a minority counselor was added to the central office staff. Minority students who experience academic difficulties are encouraged to see the minority counselor.

Continuing Education and Extension

CEE provides services to its students through a counseling program. Students refer themselves to the service for personal, academic, vocational counseling. CEE does not have a formal process of identifying students who have academic problems. These students are not identified unless they apply to a degree program. At that time, the student's record is reviewed and if the record is not satisfactory, the student is not referred to the program. Tutoring is left up to individual instructors. The study centers in G.C. are utilized by students who are having problems with basic skills. Students in CEE are limited in utilizing on-campus services by the fact that these students are on campus after many services close for the day.

Retention and recruitment of minorities is an active concern of North Minneapolis and St. Paul community sites. On the Minneapolis campus, minority students utilize the same services as other students. They are, however, referred to HELP or MLK-CLA or Jack Moran in I.T. when the students' plans include entering one of these colleges.

Dentistry

Dentistry has a highly selected student body and a low attrition rate. Students enter three years of coursework and usually Bachelors degrees. No one fails out of the program. Advising and counseling services are provided by faculty advisors. One faculty member is assigned four students from a class. The faculty members maintains close contact with the students and encourages them to seek help if they need it. Most students do seek help when it's appropriate. When a student has problems with coursework, tutoring is made available. Students are rarely referred outside of the program unless it's for psychiatric problems (which is really unusual).

The Dental School has a minority admissions committee that is in charge of recruiting. Retention of these students is a major concern of the faculty. Often these students need extra financial support so the school helps them find summer work or appropriate work during the school year. Close faculty contact and individualization help faculty identify any problems a student may be having. All of their minority students have ability but some have had motivational problems.

Education

Academic progress in the college is reviewed by a student progress committee. If a student is placed on probation, he is informed by letter and encouraged to see a student progress committee representative. Over one-half of the students take this opportunity. If the committee has no address for a student, a Hold is placed on the student's registration. When a student is dropped from the college, the committee attempts to inform the student personally.

Committee representatives attempt to make the student aware of the problem. Many students don't understand realistically what is happening to them. They do not know their strengths and weaknesses. The committee members try to help the student decide how much of what kind of coursework he should take to succeed. Often a student's academic problems are motivational problems.

Students are referred to counselors in the Education Career Development Office if the problem seems psychological or to the Reading and Study Skills Center for study skills help. Minority students are referred to the same resources as other students, with some exceptions. Sometimes these students continue to receive assistance from HELP or MLK-CLA even though they are no longer officially eligible for these services. The college has a minority counselor who works with these students and sometimes arranges tutoring. Generally the problems of minority students are very complex and more than one resource is called upon for assistance.

Few students are dropped from the College of Education for academic reasons. It used to be that 20 or 30 students would be dropped every quarter and about 80 over the summer. Now only two or three students are dropped per quarter. This is due to changes in the grading system and use of the coefficient of completion. Dr. Glotzbach questions the assumption that everyone should stay in school - especially if it means having a grading system that doesn't mean anything.

Education provides counseling services through the Education Career Development Office. This office is also responsible for admissions, placement, registration, and academic progress. Students are admitted to the college after completing some college coursework.

Forestry

The College of Forestry provides services to its students through faculty advisors and a central office staff. Students with academic problems are identified by central office staff members and a committee of six members decides whether or not the student should be on probation. Lower Division students who are on probation may not take five-level courses or enter Upper Division. Students who are suspended must see Ken Winsness, Director of Student Services, and petition for reinstatement if they desire to stay in school. Winsness helps the students think through the problem and arrive at a possible solution. Occasionally, students are referred to Dr. Wark in the Office of Student Affairs, or OASIS for counseling and study skills help.

While the college is attracting more women, few minorities enroll. The central office staff is involved in recruiting efforts but the college does not have the resources for a comprehensive program. The staff feels that the lack of minority students in the college is due to lack of information about career and job opportunities in forestry and the fact that most Minnesota minorities are urban and wish to remain in urban centers. Since forestry is viewed as a rural occupation, it is not attractive to these groups.

General College

General College offers freshman and sophomore level courses to students who, on admission to the University, generally lack the academic qualifications necessary to enter a four-year college at the University. These students are given an opportunity to demonstrate their ability to succeed in college coursework and then to enter a Bachelors degree program in GC or another college.

GC attempts to provide an environment where these students can experience success. The environment includes faculty committed to teaching and advising, a counseling unit, and skill development centers. The student is assigned to a faculty advisor who can assist with registration, educational planning and career choice. When a student has problems that go beyond academic advising, counseling is readily available.

Students experiencing academic problems are identified by staff in the Student Personnel Office and placed on an academic Hold list. These students are informed by mail of their status and required to see a counselor in the Student Personnel Office before they can register for another quarter. The counselor thoroughly explores the problem with the student in an effort to work out a possible solution. The basic decision is whether to continue registering or not continue registering in the college. If the decision is that the student should not continue to register in GC, the student may: (1) decide to register in a different kind of educational program more related to his interests, (2) seek some work experience, (3) concentrate on making up incomplete, or (4) try classes through the Extension Division. If the student and the counselor decide that it is appropriate for the student to register for another quarter in GC, they develop a contract or agreement which spells out what both counselor and student intend to do to insure the successful completion of the registration. The contract generally specifies the number of credits to be carried and completed, and may include the student's working on reading and writing skills in the Reading and Writing Skills Center and weekly sessions with the counselor. The contracts vary depending on the nature of the student's problem. Permission to register for subsequent quarters depends on successfully carrying out this contract.

Counselors refer a student to another service, agency, or individual whenever it appears appropriate. The referrals include the GC skills centers, Health Service, Testing Bureau, Mental Health Clinic, individual faculty members, Student Financial Aid, and the HELP Center.

Minority students who experience academic problems are identified and counseled in the same manner as other students. However, students involved in the MLK program are advised through the Consolidated HELP Center. HELP Center advisors may make contracts with students on academic Hold. If a Student Personnel Office counselor sees a HELP Center student, the counselor confers with the HELP Center advisor before or during the development of a contract with the student. Minority students are referred to the same skill development centers and outside agencies as other students.

Home Economics

Support and retention activities in the College of Home Economics are provided by the faculty who act as advisors to students and four staff members in the college central advising office. The advisors in the central office see all transfers and new students. They also handle problems involving scholastic standing. The college attempts to identify students who may be experiencing academic difficulties using computer listings available from central administration. These listings have not proved satisfactory as they don't identify students who are withdrawing from classes. Instructors and advisors within departments are asked to provide names to the central advising staff of students who they feel may be experiencing difficulties. Once students are identified as having academic problems, Holds are placed on their registration and they must see a member of central advising staff before they are allowed to register. The staff member attempts to discuss the problem, check the accuracy of the office's information, and determine what action should be taken to remedy the situation. Students are encouraged to talk with their instructors about their performance, and to rearrange their schedules to allow more study time or take fewer courses. When remedial coursework is indicated, it is usually in mathematics, and the G.C. math courses are suggested. Central staff also refer students to the Reading and Study Skills Center, Student Counseling Bureau, P.O. 1-001, How To Study, and rhetoric courses on reading and listening skills.

Minority students' enrollment is increasing in the college with approximately 40 students currently enrolled. Increasing enrollment is attributed by the staff to the growing attractiveness of design majors to these students. The college does not actively recruit minority group members. Once in the college, minority students are serviced through the same mechanisms as other students. Last year a minority peer advisor was hired half-time to provide informal advising opportunities for minority students. Although the program was considered successful by central advising staff, the position was cut this year for lack of funds. Central advising staff report that minority students have been referred in the past to the Consolidated HELP Center for counseling and remedial work. The staff ranked the HELP Center as very effective in helping their students.

Institute of Technology

IT provides advising and support for students through department advisors and academic affairs office staff. Undecided students in IT are advised by central advising office staff until they choose a major, usually at the end of their freshman year.

Students with academic difficulties are identified by student affairs staff using a new system called grade point deficiency. When a student is placed on probation, a Hold is placed on his registration. The student is required to see a scholastic committee person in the Department. The committee member and the student set goals for the student. The student can be dropped if these goals are not met. Central office staff also see students who are experiencing academic difficulties.

IT provides continuous tutorial services for freshman and sophomore level Mathematics, Chemistry and Physics courses in 104 Lind Hall. These services are available to all students from any college who is enrolled in one of these courses. Tutors are also available evenings in the dormitories and in some local high schools. Freshmen and sophomores are encouraged to use the tutoring services available whenever they have problems with course material. Students placed on probation are encouraged to cut out their extracurricular activities and practice time management.

Besides tutorials, IT offers two courses - IT 1-222, career planning and occupational choice, and IT 3-222, women, careers in traditionally male fields. These courses are taught by Dr. Sandra Davis. Dr. Davis, a member of the Student Counseling Bureau staff, counsels students in the IT advising and counseling office. This Student Counseling Bureau "satellite" program is an effort to increase the access of IT students to counseling services.

Since 1970 IT has been attempting to recruit and graduate minority engineers through a program called Project Technology Power. Jack Moran, director of the project, advises minority students in IT and offers a self-paced pre-calculus course, Math 1-200, for students who anticipate having problems with calculus.

Law School

Student services in the Law School are provided by the Dean of Academic Affairs, Robert Grabb and his staff. Dean Grabb helps students deal with academic difficulties and refers students to other sources of counseling when they are experiencing personal difficulties. The Law School attracts and selects a highly qualified student body and few students leave for academic reasons.

The Law School has significantly increased total minority student enrollment from 17 in 1970/71 to 43 in 1976/77. The school recruits students through CLEO, a Ford Foundation supported program for recruiting minority students into Law School nationwide. CLEO also provides summer programs for students helping to prepare them for the LSAT. The University of Minnesota Law School uses special admissions criteria for minority students but does not accept a student who predictors indicate will achieve less than a C average. The predictors include the LSAT and college grades.

The Law School uses half of its available scholarship money (\$75,000) to support minority students. The students participate in tutorials taught by volunteer faculty and paid upper classmen. Since law is a discipline that is best learned by sharing in small groups, minority students who have difficulties with courses are encouraged to study with students who are not experiencing the same problem.

Dean Grabb feels that this program has been successful in attracting and retaining minority students. Since 1974, about ten minority students have graduated every year, as opposed to an average of four from 1971-73, and one from 1960-71. The program's success is attributable to the solid selection criteria - selecting students who are likely to succeed - and tutorial and financial support.

Liberal Arts

Advising and support of students in CLA are provided by a combination of faculty and college office advising. Students who have not declared a major are advised in pre-major advising offices. Students who have declared a major are advised by faculty within a department and divisional office staff. Each divisional office and pre-major office has a scholastic committee member who reviews the scholastic standing of the students assigned to the office. If a student is identified as having academic problems (using percent completion), the student is informed by letter. The students are encouraged to see a scholastic committee representative about the problem. If the student's performance continues to be below probation level for two quarters, a Hold is placed on the student's registration and he/she must see a scholastic committee representative.

The scholastic committee representative discusses the problem with the student and attempts to determine possible solutions. If the problem can be solved between the representative and the student, no referrals are made. If the student needs more extensive counseling, he is referred to the Student Counseling Bureau or the Reading and Study Skills Center. (RSSC is frequently a more palatable referral for a student who needs counseling than SCB.) When the student is having difficulty with career choice, he/she is referred to the Career Planning Office. P.O. 1001 and RSSC are suggested to students with study skills problems.

Minority students who are not in MLK are referred to all of the same services as other students. MLK students are serviced by the MLK pre-major office. This office also provides some services for MLK students who have declared a major. The college is working to keep closer track of Upper Division MLK students who are no longer assigned to the MLK office, and to initiate contact with these students if they do not appear to be making progress toward their degree.

Medical School

The Medical School is highly committed to student retention and few students leave due to academic failure. Once a student is in Medical School, the problem is not retention but graduation. Any student who receives one or more incompletes is seen by Dr. Williams, Assistant Dean for Admissions and Student Affairs. The student is assigned to tutoring or other academic help. Medical School tends to be a demanding and stressful experience for many students, and by the time a class has graduated, over a quarter of the students have sought counseling in the Student Affairs Office. The counseling is provided by Dr. Williams, Dr. Rosenberg or Dr. Sullivan, and runs the gamut from relationship counseling to helping students find part-time jobs.

Seventy-three minority students are currently enrolled in the Medical School. The admissions committee recruits minority students nationwide, using a service of the American Medical College Application Service. Dr. Cassius Ellis provides advising for these students. Reading and study skill assistance is provided in the Reading and Study Skills Center in Eddy Hall by Amy Baldwin and tutors are available for specific courses. Students also have the options of spreading their program over more than the standard four years. Students also rely on each other for support and new students find the minority students at Minnesota to be friendly and helpful. This is especially true of Chicano students.

A unique aspect of the minority program in the Medical School is the placement of reading and studying assistance in the Reading and Study Skills Center in Eddy Hall. This was done to insure that Amy Baldwin, who provides these services, would have at her disposal all of the materials at the Center, and access to other reading and study skills personnel for consultation. The Medical School and the Reading and Study Skills Center are both pleased with the way this arrangement has worked out, and both feel that these services are being delivered effectively.

Medical Technology

Medical Technology is an Upper Division applied science major. Students apply for admission after two years of pre-requisite coursework. The classes are small and the students have already demonstrated ability in vigorous science coursework. Given small classes with laboratory emphasis, the faculty can recognize problems quickly and give students individual help.

Medical Technology is unique as a health science program in that the college faculty advise pre-med tech students as well as students enrolled in the college. This allows the faculty to become acquainted with students before they enter the program and to share with students information about med-tech as a career. Pre-med tech students who have academic difficulties are encouraged to use the Reading and Study Skills Center or to seek vocational counseling at the Counseling Bureau of the CLA Career Planning Office. If the student has serious difficulties in science areas like Chemistry, he is encouraged to consider another occupation that may be better suited to their abilities.

The college has no minorities currently enrolled and no active recruiting program.

Nursing

The School of Nursing provides student services through faculty advisors and a central office staff. Since classes are small, students experiencing academic problems can be identified and assisted by the faculty. Non-academic problems are referred to the Health Service or to the Student Counseling Bureau. Entrance into the School of Nursing is based completely on academic achievement. The lowest GPA accepted last year was over a 3.4. Students in the school are then accomplished scholars who are unlikely to have academic problems per se.

Minority and disadvantaged students are admitted to the School of Nursing through a program called MOD. The students' eligibility for the program is based on participation in another program for disadvantaged students before entrance into the School of Nursing. Thus, MOD students are drawn from MLK, HELP, WIN, etc. MOD students are admitted with a GPA of 1.5 or better and the recommendation of their pre-nursing advisor and the admissions committee who interview the student. A total of 26 students have been admitted through this program since 1970. Of these 26 students, 8 have graduated, 14 were still enrolled and 4 had withdrawn. The faculty of the school found that appointing a select group of staff to work with these students over a long period of time seemed to insure a greater understanding of the students' difficulties. Students were helped through the program by taking longer than the usual nine quarters to graduate. Tutorial help was at times provided by Health Sciences Minority Programs. Students expressed concerns over finances that extensions in their programs exacerbated. The school currently has proposed a task force to re-examine their MOD program in light of the problems they are currently facing, especially in retention.

Occupational and Physical Therapy

O.T. and P. T. are two-year health professional programs with about 30 students each. Students are accepted for admission upon completion of 90 credits of pre-requisites. Because the classes are small and there are many labs and exams, the faculty stay in close contact with students. Usually a faculty member can identify a student's problem before mid-quarter. If the student is having difficulty with specific course content, the instructor can give the student additional help. When students have academic problems, it is usually due to overloading or personal problems. A scholastic committee reviews grades and asks faculty members to identify potential problems. Students who are identified as having problems are contacted by their advisor or the person on the faculty who knows the person best. The faculty member and the student discuss the problem and formulate a plan to solve the problem. If counseling seems appropriate, Gary Athelstan, a psychologist in PM&R, is consulted to determine an appropriate referral.

Neither the O.T. nor P.T. programs have minority students currently enrolled. Both have had minority students in the past. O.T. found that minority students who were recruited from within the University came into the program with their own support system. O.T. modified their program on occasion when a student had difficulty. One O.T. staff member has been designated to work with health minorities. P.T. has found it difficult to identify potential minority applicants. They are hoping that the health minorities office recruitment efforts in high schools and junior highs will eventually generate more interest in physical therapy among minority students.

Both O.T. and P.T. have very low attrition rates. They attribute this to their selection process. Both select students who have demonstrated academic ability and have sought out exposure to these occupations through paid and volunteer work. The students are capable and highly committed to these programs.

Pharmacy

Pharmacy is a three-year program that accepts students after they have had two or more years of science coursework. Students who successfully complete the prerequisites are academically able to complete the program. Retention of students is high and those students who leave do so because of changes in career choice or other personal reasons.

Since the coursework in Pharmacy is very technical, the faculty provides tutoring and academic help for students as they need it. Referrals are occasionally made to other services for non-academic problems but the college feels that faculty must take the responsibility for academic help.

There are few minority students in the College of Pharmacy. Dr. Di Gangi does some recruiting but relies on Geoffrey Fisher from the Health Sciences Minority Program's Office for recruiting assistance. Very few students in the CLA-MLK program seem to be interested in Pharmacy.

University College - Intercollege Program

The intercollege program in U.C. allows students to design a program combining courses in two or more colleges. The student plans a curriculum and consults advisors in his areas of interest before the program is approved and the student accepted. Students are generally highly motivated and have specific academic goals.

Students having academic problems are identified by college office staff using grade slips or by referral from a faculty advisor. Students are contacted by phone if possible about the problem. If the student cannot be contacted or does not come into the college office to discuss the problem, a Hold is placed on his/her next registration.

The college office staff attempt to help students identify the course of their academic difficulties. Often the problem is due to illness or overextension. For some students the courses are too difficult and more program planning is needed.

Students are referred to RSSC, Financial Aid, Extension counseling or SCB, depending on what seems appropriate.

Students are also encouraged to contact faculty advisors. Minority students are referred to the same services as other students. Occasionally a minority student will be referred to the MLK program - this is most likely in the case of a student who is not yet enrolled in U.C. In general, minority students have had no more or different problem in U.C. than other students.

College of Business Administration

Minority Counselor: Terry Wittaker

Origin: 1976

Description

Fall Quarter 1976 the College of Business Administration hired Terry Wittaker to recruit minority students and work with minority students in the College (30%) as well as serve students in general (70%). Mr. Whittaker works with the Business Association for Minorities (BAM), a group of undergraduates and businessmen, whose purpose is to support minority students. The organization was formed in Spring 1976 and has forty-five members. Mr. Whittaker consults with the group and helps them raise money.

Besides consulting with BAM, Mr. Whittaker counsels students one to one, recruits, and arranges tutorials. Most business students' academic problems are in math areas, and he encourages students to use GC math courses and Math 1200 in IT. By his presence in the College, he serves as a model to students. He is someone whom minority students can relate to, can express needs to, and who can initiate action on their problems.

College of Education - Education Career Development Office Counseling

Coordinator: Bruce Sillers

Staff: A coordinator, assistant coordinator, and seven counselors (half-time TAs)

Description

The counselors in the Education Career Development Office provide individual and group counseling for students in the College of Education. One of the counseling positions is designated as a non-white counselor and is currently held by Carol White. This position was established in 1969 as a quarter-time appointment. The position was not filled during 1975-76 and is currently a half-time position.

The non-white counselor has four responsibilities: 1) to assist in planning and development of the minority recruitment and counseling program, 2) to inform minority persons about College programs and careers in education, 3) to maintain liaisons with instructional departments, the MLK program, and the HELP Center in matters affecting minority students, and 4) to counsel with students on matters of academic progress, career decisions, and employment.

Implementing Educational Alternatives: A Teacher Centered Approach

Project Director: Randall Johnson

Staff: Four full-time interns who are University of Minnesota graduate students

Origin: 1975, the program is a successor to the Teacher Corps

Description

This program is the combined effort of the University of Minnesota and five North Minneapolis elementary schools.

The purpose of this program is to train personnel for alternative education programs. The program has three interrelated objectives:

1. To provide minority graduate students and select staff from participating elementary schools training as program and staff development specialists at the University of Minnesota.

2. To develop an on-site delivery system for training teachers (educational personnel) and people in the community.

3. To better meet the needs of exceptional children by offering educational choices in a cluster of alternative schools. The program is directed at the training of minority educators and the educators and parents of minority children.

The program consists of courses and workshops that are offered on the University of Minnesota campus and at the participating elementary schools.

Indian Upward Bound - College of Education

Coordinator: William Wolf
Administrative Assistant: Rick Dunn
Year of Origin: 1968
Staff: Five full-time, two 75%-time, five work study tutors (during the summers, 15 full-time)

Description

Indian Upward Bound attempts to give junior high, inner city, Indian children skills they will need to finish high school and pursue higher education. The children are from Minneapolis, low income families and are chosen for their potential to complete high school and attend college. These students are often having some academic problems, and the program walks the line between serving those who will make it on their own and those who will never make it.

During the school year the program consists of counseling, tutorials, field trips, and giving students an allowance based on school attendance. During the summer the students go to a college campus for a comprehensive academic program, including Indian culture, basic skills, recreation, and counseling. Of the students who have participated in the program, 60% have graduated from high school. Of last year's graduates of the program, eleven went to college and five went to vocational schools. The staff are currently conducting an evaluation of the program.

The program staff feel that they receive good support from the College of Education and Minneapolis Public Schools. Since all of the key staff members are Indian, they have visibility and credibility in Indian neighborhoods, and this contributes to their successfulness.

Consolidated HELP Center, General College

Director: Fred Amram

Admin. Asst.: Jean Monsa

Staff: Thirteen full-time counselors, eight part-time Teaching/
Program Assistants, Veterans on Work Study

Origin: 1967

Description

The HELP Center serves low income Minnesota residents in General College. This includes MLK students, American Indians supported by BIA scholarships, AFDC - Title XX program students, and ex-offenders. Extension Division students also use the HELP Center services. The Center is used by all of these groups of students and especially by MLK students who are advised in the office.

The goal of the HELP Center is to help students graduate. It offers tutoring, counseling for academic and personal problems, legal assistance (an attorney), and chemical dependency counseling. The Center also employs a welfare advocate and a social worker. The variety of services reflects the complexity of problems these non-traditional students bring to the University. Services are designed and implemented in response to student need. The program does not have a formal evaluation process, and it is felt that this is the program's major weakness.

General College Reading/Writing Skills Center

Coordinator: Vernal Kurak

Length of Program: Began in Spring 1972

Staff: Nineteen part-time graduate and undergraduate TAs

Description

The service provides help in reading and writing to all General College and extension students, primarily freshmen and sophomores. Minority students use the service at the same rate that they register in General College, except for Native American students who use the service less. The Center attracts a variety of students with different types of problems. Those who have more serious academic difficulties take up the most time and are noticeable, but many students come in for help with less serious problems.

The tutors, who are a mix of graduate students and undergraduates, are chosen on the basis of their experience and personality. The goal of the Center is not only to develop skills but to help students adjust to the size and impersonality of the University. The Center is a place where someone knows and cares about the student. The tutors serve as models of successful students to the users of the Center.

Besides operating a walk-in center where tutors are always available, the faculty associated with the Center teach three courses: GC 1405, Fundamentals of Use and Style; GC 1409, Skill Development; and GC 1429, Writing. These courses are offered as independent study courses on a contract basis.

The Center has had heavy use and good response from students. Extension students use the Center because it is open in the early evening when they are on campus. Dr. Kurak has prepared reports on the Center in 1972 and 1973, but no formal evaluation has been performed.

General College Math Study Center

Sarah Barnes

Year of Program Origin: 1971

Staff: Center has two undergraduate TAs available between 9:00 - 3:00 daily. Faculty contribute time as they are able.

Description

The Math Study Center serves General College students in General College or other math courses, former General College students, and students from other colleges who are taking General College math, physics, chemistry, and statistics. About 25% of the services' users are minority students, reflecting minority enrollment in General College. The primary users of the service are students in intermediate algebra and statistics.

The Center attempts to give immediate walk-in service. This involves answering as many students' questions as possible rather than intensely tutoring one student. The tutors see a range of 5 to 24 students per hour, and as many as 3800 student contacts are made in a quarter. The faculty would like to make in-depth tutorial services as well as walk-in service available to students, but they lack the manpower. The Center also has computer terminals available for students to use.

The main difficulty the Center faces is determining how well a tutor will relate to students before he is hired. The Center feels it could use more space and more manpower.

General College Math Program - Fundamentals of Math Course, GC 1-431, 32, 33

These courses cover basic algebra skills that the student did not develop in high school. They are remedial courses and therefore do not count as credit toward graduation. Students are referred to the courses by their advisers and come from GC, CLA, Agriculture, Home Economics, and Forestry. The course is self-paced, and the credits are assigned on the basis of how much work is completed. Full-time, experienced staff usually teach the course. Everyone who teaches the course is committed to teaching basic skills. About fifty students register for each section of the class; about 25% are minority students.

Upward Bound - General College

Program Origin: 1965

Director: Ron Burke

Description

Upward Bound is a five week summer residential college prep program with some academic year course work and counseling. Participants are referred by high school counselors and teachers and come from low income families. The students are underachievers who have demonstrated some ability to succeed in college and who have completed tenth grade. The program serves approximately 75 students per year.

The goal of Upward Bound is to increase the academic skills and motivation of the participants increasing the probability that they will seek higher educational opportunities. The five-week summer program consists of skill development in math, reading, and the arts plus a variety of recreational activities. The classes are taught by successful college students most of whom have participated in the program in the past. Students live in a University of Minnesota dormitory during the program, and residence counselors administer experiential education, recreation, and culture programs. The students are racially diverse with 50-60% members of minority groups.

After the summer program, the students are provided academic counseling and program planning to maintain the gains made over the summer. If the student makes progress in the program, he is invited to participate the next year. Follow-up data are gathered for evaluation purposes.

Youth Community - General College

Director: Ron Burke

Description

Youth Community is a residential treatment program for gifted and talented adolescents. It shares administrative staff and space with Project Upward Bound of the University of Minnesota General College. Youth Community programming is designed to help young people who are not functioning well in school, home, and community settings. Individualized academic, athletic, work, counseling, and therapy programs are provided. The program also provides internship and field experience opportunities for General College students and a research vehicle for applications of psychological principles.

Youth community currently serves ten clients who reside in Hennepin County and are referred to the program by Hennepin County caseworkers. The students live in Sanford Hall on the University of Minnesota campus. There are three live-in counselors plus dormitory staff available around the clock to serve the students. A basic public school program is offered to the students as well as one-to-one remedial education where needed, a job program, music lessons, and athletic training. Both group and individual therapy of various descriptions is provided as well as counseling for parents. The goal of the program is to increase the participants' academic and life skills, teach the student self-confidence and self-control and establish appropriate educational goals.

Health Sciences Minority Programs

Director: Geoffrey Fisher

Staff: Six full-time, five part-time

Origin: 1971

Description

Health Sciences Minority Programs is a collection of recruitment and retention efforts aimed at increasing the entry of minorities into careers in the health sciences, primarily at the University of Minnesota and secondarily at other schools. These programs fall into four general categories: (1) high school programs, (2) undergraduate programs, (3) a post-Baccalaureate program, and (4) community programs.

The high school program is aimed at giving students information about health careers. Activities include visiting high schools, working with IT in establishing tutoring programs, offering high school students the opportunity to work on a health-related summer project at the University, and maintaining contacts with high school counselors. The undergraduate program is aimed at facilitating the movement of University minority students into health programs. This includes advising these students, helping them prepare for admissions tests, and offering them information about health careers through a seminar. The post-Baccalaureate program attempts to prepare students who already have a degree to enter a health science professional area. These students enroll in coursework they will need to apply to programs of their choice. The students participate in seminars on reading and study skills, report writing, library research, and communication skills, and receive tutoring in basic science areas and financial aid. The community program is aimed at the adult minority population. The primary focus of this program is advising and counseling adults who have interests in health areas. Another program is a summer health-care administration program designed

to provide exposure to administration to undergraduates and sensitize health care administrators to minority problems.

The Health Sciences Minority Programs Office continues to expand and diversify its offerings every year. Programs are evaluated and dropped if they do not prove to be effective. An example of this is IT 1-008, Stoichiometry, a course designed to help students with general chemistry, that did not prove to be helpful.

Mr. Fisher feels that the main problem his programs faces is attracting staff with the skills necessary to deliver needed services. Since this is an academic development program and not a social action program, the staff must know something about learning problems and communication problems in order to be effective. Mr. Fisher feels that many minority students' academic problems are due to lack of academic challenge in their high school and previous college educations. Unless students are stimulated with complex and intellectually demanding coursework, they do not develop the conceptual skills necessary to master science coursework. Mr. Fisher is currently working with students to develop these conceptual skills and compensate for this lack of training.

Health Sciences Student Personnel

Coordinator: Judith Atlee

Staff: Two full-time, Dr. Atlee and a Junior Student Personnel Worker, Mary Tate

Origin: Fall 1972

Description

Health Sciences Student Personnel provides information about health training programs to the University community and the state. They assist the health programs on campus with admissions, recruitment, redirecting rejected applicants, and a variety of other student personnel tasks. Contact with students is usually in the form of giving information in person in a counseling situation or over the phone on their "Hot Line." The staff also present programs on health careers at high schools and junior colleges.

Over the past few years, staff in the office have become involved in the problems of minority students in the health programs. This is attributable to the office's proximity to the Health Sciences Minority Program Office and the interest of Mary Tate in the problems of these students. Minority students come to the office for assistance with financial aid, for referrals to sources of help for specific problems, or sometimes for someone to listen to complaints. The staff point out the appropriate channels for lodging complaints and faculty members whom students can talk to. Often they simply listen and encourage the student to deal with a problem directly.

Project Technology Power - Institute of Technology

Program Origin: 1970

Director: Jack Moran

Description

Project Technology Power is a series of programs designed to increase the number of minority engineers and scientists. The goals of these projects are to increase the number of minority high school students taking advanced algebra courses in Twin Cities high schools, increase the number of minority students enrolling in IT, increase the number of minority students who successfully complete first quarter calculus, decrease the amount of time minority students spend in lower division requirements and reduce the rate at which students drop out for nonacademic reasons.

Several Project Technology Power programs are designed to increase the attractiveness motivation of math and engineering to junior high and high school students. A Peer Teaching program attempted to use minority students who like math and science as tutors for other students one or two grade levels below their own. This program allowed the IT staff to establish relationships with teachers, counselors, and administrators in the schools, but did not meet its major objectives. It will no longer be funded by IT but may continue if supported by individual school districts. Math and Science on the Job allows teachers and some students to work in industry with engineers and scientists to develop curriculum based on real technical problems. Junior Year Saturday Program brings about two dozen talented minority high school juniors to the campus four Saturdays to work with IT professors in a variety of projects related to engineering. Math Bridge provides contact for junior high students with senior high math teachers on eight Saturday mornings. This program will replace the Peer Teaching Program. The Future is Now is aimed at ninth and tenth grade students

page 2

and consists of visits between local industry and the schools. Besides these programs, IT contacts seniors who have taken part in motivational programs inviting them to apply for admission. They have hired a recent graduate of IT who is highly qualified to firm up contacts with local schools who are not participating in the program to the full extent possible.

Minority students are admitted to IT if the director feels they are able to begin the self-paced pre-calculus course. Financial aid is available to these students, and some effort is made to reduce the amount of loan in this aid. Once a student is admitted to IT, the first calculus course is seen as the major hurdle in retention. The Director offers a self-paced pre-calculus course to minority students that contains the same material as the regular pre-calculus course but allows the student more time to complete it. Tutoring is provided by the IT student personnel office and the MLK program, and this year, the full-time engineering graduate will supplement these services. Advising is given to freshmen in the College of Liberal Arts MLK Program officer by the recruiter/tutor. Students beyond their first year are advised by regular IT faculty. The minority advisors in the larger CLA/MLK office are felt to help the incoming student feel more at home and furnish more credible advice on what it takes to succeed.

IT now has a fledgling organization of minority students. MINIT (Minorities in IT) has started some motivational and recruitment activities and will help find members jobs in local industry.

Project Technology Power has not been highly successful in attracting minorities into IT. Since 1970 the number of students enrolled in IT has fallen between 18 and 27. In this time period eight minority students have graduated. This data plus a detailed description of the above programs and directions for the future is available in the Project Technology Power progress report compiled by Jack Moran

Martin Luther King Program Advising Office - CLA

Director: Michael West

Staff: Six half-time graduate student advisers, four undergraduate peer advisers, a full-time senior adviser, a full-time program development specialist, and a varying number of tutors

Description

The MLK Office provides a wide range of assistance to 200 or more freshman and sophomore students enrolled in CLA and participating in the MLK program. The staff consists largely of graduate students who work part-time. The goal of the service is to help MLK students achieve academic success.

The MLK Office offers a variety of services to meet the variety of needs of their students. MLK freshmen are by and large unprepared to enter the University. The students often need compensatory courses. They do not understand the structure of the University. They are not used to being responsible for their own educations, and they lack models of academic achievement in their own neighborhoods. The MLK staff offer a two-day orientation to new students that explains University procedures carefully. An effort is made to make students understand that they must acquaint themselves with written materials like bulletins that explain the University's procedures and that they must read instructions when they are handed materials.

Students who may have problems with courses are identified when they register. They are encouraged to take compensatory courses when necessary, participate in reading and study skills development courses and use tutors. The English Department offers a special section of Comp. 1001 for MLK students as well as for English-as-a-second-language students. While the MLK Office is not designed to serve foreign students, they are serving a growing number of Vietnamese refugees who are participating in the MLK program. The students require special assistance in acquiring English skills. High school level math courses are available in General College and through IT for students

page 2

who did not elect these courses in high school. The MLK staff teach sections of P.O. 1001, How to Study, for MLK students. Tutors in any subject are available to students on request.

Students who are on probation are assigned to academic improvement groups. Each group has between five and ten students and two staff members. If a student continues on probation a second quarter, the student's continued registration is negotiated through a contract.

The favorable ratio of students to staff (35 students per 1.0 FTE) allows the advisers to spend time working with each student on specific problems. The advisers provide educational and vocational counseling and personal counseling.

Ethnic Studies Departments - CLA

There are three ethnic studies departments on in the main campus of the University of Minnesota: Afro-American Studies, American Indian Studies, and Chicano Studies. In addition to the normal instructional and student support activities (advising majors, maintaining office hours), the faculty in these departments are committed to supporting the students of these ethnic minorities, recruiting new students, and maintaining contacts with ethnic community groups. Each department has a community program person who provides leadership in maintaining community contacts. Among the activities of departments in serving students on campus are special orientation programs, dinners, visiting lectures, advising student organizations, and newsletters.

Student Counseling Bureau

Director: Theda Hagenah

Description

The Student Counseling Bureau provides psychological services for all students, faculty, and staff at the University of Minnesota. These services include a Reading and Study Skills Center (reviewed elsewhere), an occupational information library, psychological testing, and educational, vocational, relationship, and other personal counseling. The counseling staff consists of Ph.D. and M.A. psychologists and graduate student interns and practicum students. Besides the main counseling office in Eddy Hall, the Bureau has offices in St. Paul, in IT (Lind Hall), in the athletic department (Bierman Field Athletic Building) and for handicapped students (Elliott Hall). The Bureau has made a counselor, Harriet Haynes, available to CLA/MLK and the Central MLK Office to consult on program development and staff development and to counsel with students and staff participating in the program.

Ms. Haynes primarily acts as a resource to the director in increasing staff communication and developing new services. She is interested in facilitating the cooperation of the units within the MLK structure with the goal of increasing the effectiveness of the program as a whole. By taking a broad view of the program, Ms. Haynes has been able to identify areas that no other unit is addressing and develop programs to meet this need. An example is the area of career development. MLK staff have been heavily involved in counseling, but little of this has been focused on career development. Ms. Haynes is designing career development programs that can be used by several units (CLA, MLK, HELP, culture centers, etc.) and training staff in this area. Besides developing programs, Ms. Haynes counsels with students who are referred to her by MLK staff members and helps staff members develop their counseling skills.

Reading and Study Skills Center (RSSC)

Director: Alton Raygor

Staff: Eight part-time graduate students plus a large number of undergraduate TAs who help teach P.O. 1-001

Description

RSSC is available to all students for help in developing academic skills. The staff interviews students and uses diagnostic tests to determine the student's problem. The staff then designs a program to help the student solve the problem. Among the problems dealt with are reading speed and comprehension, spelling, grammar, writing, algebra skills, test anxiety, procrastination, and test-taking strategies. Students receive help by walking into the Center or registering for P.O. 1-001, How to Study. Students are referred to the Center by advisors, scholastic standing officers, friends, and other student service groups.

RSSC serves many minority as well as regular students on campus. A special section of the How to Study course is offered through MLK/CLA and taught by a minority staff member. Tutors and peer counselors for the MLK/CLA office are trained by staff at RSSC. The Center also maintains contacts with the ethnic student leaders providing advice on implementing tutoring programs. RSSC currently has three Blacks and one Chicano on the staff. The director has been attempting to hire American Indian staff members. One staff member, Ann Baldwin, is paid by the Medical School and works with minority medical students and with Medical School graduates who have not passed their National Board examinations. Avis Daniels from the Health Sciences Minority Programs also works in the RSSC.

The presence of minorities on the staff has increased the attractiveness of the Center to minority students. The staff uses some materials that have been developed specifically for minority students, and as these materials

page 2

improve, they will be used more extensively. Many of the minority students who seek help from RSSC are having difficulties with writing skills. These students tend to come from school systems where they are not exposed to writing precise standard English. When they come to the University, their language patterns are rejected, and they come to RSSC to learn the skills necessary to succeed. Lack of language and writing skills is also a problem for many white students who come from the same educational systems.

Raygor feels that one of the problems in retaining high risk students is identifying their specific problems early in their academic careers. Before the Vietnam War, a study habits questionnaire was a part of the general freshman testing program. Advisors could use the results of the questionnaire to identify students who had reading and study skills problems and refer these students to the Center. This questionnaire could be revived if public interest in basic skills continues to increase.

Athletic Department

David Ekstrand (no title)

Length of Operation: Thirteen years

Staff: One half-time assistant and a tutoring staff of
8 - 10 TAs and instructors hired by the hour

Description

All male athletes who participate in intercollegiate athletic teams are eligible for this service. Services include advising, tutoring, and a place to study in the evenings. Freshmen who receive scholarships and live on campus are highly encouraged to use the study hall at night. Quite a few upperclassmen also participate in the study halls.

The goals of the program are to maintain the eligibility of University athletes (meaning successful completion of 12 credits per quarter) and to increasing the students' understanding of University facilities, opportunities, and options. Mr. Ekstrand advises students about course selection and major and transferring within and out of the University. He feels that the students who participate in the program become as "University wise" as any group of students.

The extent of participation by students in the program varies across sports. Some coaches push the program, and support from the coaching staff increases student participation. About 10% of the students who participate in the program are minority (mostly Black) students. This figure varies from year to year.

Student Activities Center

Consultant, Coordinator of Cultural Centers: Conrad Jones

Description

Conrad Jones works with minority student organizations on campus. He advises these groups, helps them write grant proposals, and supervises their finances. Besides consulting with and facilitating minority student organizations, he provides counseling for individual students whom he meets through these organizations.

MLK Central Office

Director: Alfredo Gonzales

Staff: 4 full-time coordinators

Origin: 1968

The MLK Central Office staff consists of a director, four coordinators representing Black, American Indian, Chicano, and Asian American ethnic groups, undergraduate research assistants, and a clerical staff. The director coordinates the MLK program's activities in Admissions and Records, Financial Aid, the Reading and Study Skills Center, CLA, GC, and Education and reports to the Vice President for Student Affairs.

The coordinators are responsible for recruitment (20% of their time) of minority students and retention (80%). Recruitment takes the form of visiting other higher education institutions, high schools, and community centers to give prospective students information about the University. Once students are admitted to the University, the coordinators offer assistance with academic and personal problems. The coordinator helps the student contact people who can solve bureaucratic problems if the problem is the bureaucracy, schedule tutoring if the problem is academic, and deal with family, work, personality, and motivational problems when they occur. The coordinators also help the cultural centers set up programs for groups of students. Increasingly, tutoring and counseling activities are taking place in these centers under the coordinators' supervision.

An important function of the MLK coordinators and director is to participate in administrative decision-making that affects minority students. This means participating in a variety of task forces and committees that make policy recommendations.

Chicano Student Center

Director: Rafael Esparza, Acting Director (a new Director will be named shortly)
Length of Operation: Center was established in Spring 1976
Staff: Four work study students, two volunteers. Policy is set by an advisory committee.

Description

The Chicano Student Center is open to all students and is primarily designed to serve bilingual, bicultural Chicano students and to provide information to anyone interested in this culture. The latter group includes Spanish, Latin American Studies, and other related majors. The largest group using the service is the Chicano population of students. The students tend to have academic, financial, and/or personal problems. The Center staff work with Joe Cortez, the MLK coordinator, in helping these students. They provide tutoring in Spanish and math and are working through the Veterans Office to hire tutors in biology and English. As the Center expands, they hope to have more counseling and tutoring services available, but now they refer to other service units. This fall the Center helped provide twenty freshmen with books and supplies when financial aid money was late in arriving.

Two additional goals of the Center are to orient the University to Chicano culture and contributions Chicano students can make to the community. They maintain close contact with Chicano student organizations, coordinate these groups, and disseminate information that these groups collect. The Center is keeping records of student use that can be used for evaluation purposes.

Black Student Center

Director: Anna Stanley

Length of Operation: As a formal organization, since September 1976;
as an informal organization, it is eight years old.

Staff: Five part-time volunteers

Description

The Black Student Center is open to anyone but is primarily designed to help Black students "cut through the red tape" on campus. Many of the students who use the Center are having academic problems and problems adjusting to the University. The staff helps these students by showing them how and where to get the services they need. For example, if a student has problems with financial aid, they point out the person most able to help with problems in the Office of Financial Aid and help the student contact this person.

The goals of the Center are to increase students' ability to function independently on this campus and to see that students don't get lost in the bureaucracy. The Center attempts to make the academic community responsive to the needs of Black students and to maintain the commitment of Black students to their communities.

Students learn about the Center from other students or Mr. Brooks, the MLK coordinator.

The main problem faced by the Center at this time is lack of funding. The staff members are now working as volunteers, and this limits the consistency and amount of services that can be offered.

Asian American Student Center

President of the Steering Committee: Daryl Johnson

Length of Operation: began Fall 1975

Staff: Four work study students and a steering committee of elected officers (volunteers)

Description

The services offered by the Center are available to the total University community. The Center regularly shows films and schedules other programs that explore Asian culture. These programs are attended by a wide variety of students. The Center itself is used most heavily by Vietnamese students. The Vietnamese students are in need of academic help, and the Center and MLK provide them with tutors. The Center is working closely with MLK coordinator, Dennis Tachiki, in helping Vietnamese students.

The goals of the Center are to help the University community understand Asian culture and people and to help Asian students adjust to the University. Their main problem is generating more interest in and commitment to the Center among Asian students who could help provide some manpower at the Center. As it is now, a few people do a large amount of the work. The films have helped give the Center some visibility. The Center hopes to eventually obtain funding for a community center outside of the University to reach the Asian community that is not on campus.

Scholastic Standing Officers Survey: Summary

I. Identifying Students with Academic Problems

All of the colleges indicated that they are concerned about the academic performance of their students. The usual response to this concern is to designate someone or some group in the college as responsible for identifying and assisting students who are not successfully completing coursework. The definition of what constitutes inadequate performance is set by the faculty of the college.

Three systems are used to define inadequate academic performance. Percent completion is the most heavily used system. In this system students are required to successfully complete, meaning earn A, B, C, or S grades in at least half of their coursework in a given quarter, or they are placed on probation. Grade point averages are used exclusively by some colleges, and most colleges consider GPA along with percent completion in determining adequate performance. A 2.0 or a C average is the usual performance criterion using this system. Students who fall below a 2.0 GPA in a given quarter are placed on probation. The Institute of Technology has devised a new system for determining adequate performance called grade point deficiency. In this system, N, W, and I grades are given negative points, and probation is determined by the number of negative points a person accumulates.

The actual process of identifying students who do not meet the college's criteria of successful performance takes place in the college office. The college central offices receive grade reports and transcripts that they review to make probation decisions. Problems arise when these grade slips are inaccurate or incomplete, causing some students to be put on probation erroneously and others who should be placed on probation to be missed. The

input of faculty into the process of identification varies across colleges. In small units like occupational and physical therapy or medical technology, the faculty can and do provide information about specific students to those attempting to make decisions about probation. In large units like CLA and GC this virtually never happens. In smaller units the persons responsible for probation review are part of the teaching faculty; in larger units they are central office staff who counsel students but do little if any teaching and are not considered to be a part of the faculty.

II. Retaining Students with Academic Problems

Once a student's performance has been classified as inadequate and the student placed on probation, the college contacts the student about the problem. The aggressiveness of contact varies across colleges with most colleges relying on letters and with others (for example, UC) using the telephone or (for example, Home Economics) putting holds on registration materials. All colleges resort to holds on registration materials if a student is on probation for more than one quarter and has not contacted the appropriate staff member about the problem.

When a student is contacted about probation, he is generally encouraged to make an appointment with a specific person in the college's central office to discuss the problem. The faculty and staff members who are responsible for probation review usually are also responsible for discussing the probation with the student. The scholastic standing officer generally attempts to verify that the information used in the probation review is accurate and that the student understands the college's criterion for acceptable performance. The student is told that if his performance remains below the criterion for a second quarter in a row he will face suspension. The scholastic standing

officer attempts to help the student identify potential solutions to the student's academic problems and helps the student chose the best solution.

Most scholastic standing officers tend to attribute academic problems to motivational and organizational problems rather than to a student's lack of ability. They encourage students to adjust work, extra curricular and course schedules to allow themselves more time to study. The most common referrals are to faculty members in the college for help with coursework, the Reading and Study Skills Center, and the Student Counseling Bureau. Most scholastic standing officers prefer to help the students as much as possible using personnel and resources within the college (like faculty advisers, counselors and student personnel workers) rather than refer to outside sources of help.

Scholastic standing officers tend to see the above sources of help as appropriate for minority students as well as white students. Students who are participants in the MLK program are generally advised in MLK offices and are identified, placed on probation, contacted, and advised my MLK staff. Minority students who are not MLK participants or who are not advised by MLK offices are occasionally referred to MLK services in CLA and GC or to MLK central office staff.

Program Survey: Summary

The University of Minnesota offers a variety of services aimed at retaining students, especially minority students. These services are offered both formally and informally, by faculty, advisers, counselors, student personnel workers, and administrators. The majority of these services are based on several assumptions about why students fail, including:

- a. lack of ability to master college level material
- b. lack of skills necessary to succeed in higher education due to

deficiencies in previous education

- c. lack of understanding of the University and the role of a student and the feelings of alienation that result from this lack of understanding
- d. personal problems that interfere with studying
- e. financial problems

These assumptions locate the "cause" of the problem in the students and result in programs aimed at changing the students, rather than changing the institution. The program efforts aimed at helping individuals adjust to the University include:

- a. recruiting students who have some potential for success as demonstrated by success in other educational institutions and academic achievement test scores
- b. counseling in reading and study skills, tutoring in specific course contents and remedial or skill development courses
- c. orientation programs and personal communications that explain the structure of the University, who has the power to make decisions, what is expected of students and that introduce the students to others with similar backgrounds and goals
- d. personal counseling aimed at solving non-academic problems
- e. financial aid and opportunities for part-time employment

Another set of assumptions about why students fail places some of the burden of responsibility for student failure on the institution itself. In some cases the University has made changes in its structure and staff to reduce the probability of failure for particular groups of students. These efforts include allowing students more time to complete academic programs and hiring minority group members as staff members.

The responses of program directors indicate that all students at the University have access to reading and study skill counseling, tutoring, orientations, advising, personal counseling, and financial assistance. These services are offered in different formats and locations to increase their attractiveness to different groups of students. The Martin Luther King Program is the major provider of services for minority and disadvantaged students. Non-MLK students receive services similar to the services of MLK through Office of Student Affairs units and college offices. The main difference in services generally available to MLK vs. non-MLK students is the access to tutoring in specific courses that MLK arranges for its participants.

Another category of students thought to need special services is the foreign student. These students are primarily served by the foreign student office and the English as a second language program. Foreign students are not considered to be minority or disadvantaged students per se though some certainly can be described in this way. Foreign students "of color" are frequently attracted to MLK services because the program employs Black and Asian American staff members. When foreign students seek help from MLK staff, they are usually given assistance. MLK staff have developed more expertise with the special problems of foreign speakers since the entry of Vietnamese refugees into the program. The Vietnamese students have language problems similar to those of foreign students combined with problems of missing records and determining appropriate coursework.

The programs included in this survey are largely staffed with graduate and undergraduate teaching assistants. Program directors look for staff who can relate to students and who have experience and skills in the services the program offers. Since program staff are also students, they work part-time and remain with the program for a limited time.

Overall, directors seem satisfied with the functioning of their programs. All directors express the need for more funding to expand and improve their programs. Few programs have evaluated the effectiveness of their service at meeting expressed goals though most keep some form of records of student use of the service.

Conclusions

The University of Minnesota's concern for retaining students is demonstrated by the variety and redundancy of its student services. Despite this retention effort, many students leave the University for a variety of reasons. It is clear that few students are suspended or officially dropped due to academic failure. In most cases it is not readily apparent why a student leaves the University, but for many students lack of what they consider to be academic success is probably an important factor. Research on exiting students relies on self-report by the students of their reasons for leaving. Self-reports can be biased toward socially acceptable reasons for leaving, like financial difficulties. Evidence of the effectiveness of particular student services as retention devices is slim. For example, long term studies of the Student Counseling Bureau indicate that the service is modestly effective, with the graduation rate of counseled students slightly higher than that of students in general. Most advising, counseling, tutoring, and skill development programs are based more on the belief that these programs are desirable than evidence that they contribute to retention.

Research by Admissions and Records staff indicates that more minority students are lost between their freshman and senior years than non-minority students. Armstrong and Hall (1976) indicate that MLK students graduate at a lower rate than students in general. The MLK students who graduate are similar to students in general in high school grades and pre-college test scores. These data cast doubt on the effectiveness of retention programs aimed at minority and high risk students at the University. It is not clear which specific programs and activities do result in retention of minority students or what other benefits are accruing to students who participate in these programs.

Retention services are delivered at the University by three groups of persons: students, non-teaching staff, and faculty. Most services are delivered by undergraduate and graduate students who are chosen for their similarity to perspective clients. Program directors vary in their concern for training and experience in selecting staff. Ability to relate to student clients is the most sought-after trait in service deliverers. Training of some type is generally provided for staff once they are hired. The effectiveness of training and the effectiveness of individual job performance is generally known by program directors, but formal evaluations of performance are nonexistent. The fact that these student helpers work part-time and for one or two years may limit their ability to make a commitment to fulfilling the long range goals of the programs they represent. Hiring full-time, professional staff for these programs would, however, significantly increase costs without assurance of increased program effectiveness.

The next largest group of service providers are professional staff who perform student personnel functions in the colleges and direct programs. These people are more frequently involved in administering programs and supervising helpers than in delivering services.

Few faculty members are directly involved in formal efforts to retain students. It is difficult to estimate how much time faculty members spend tutoring students who are experiencing difficulty in their courses. The impression given by responses to these surveys is that faculty commitment to helping individual students decreases as the size of the college increases.

The professional schools have been more successful than the undergraduate colleges in retaining minority students. The Law School has dramatically

increased the number of minority graduates over the past five years. The Medical and Dental Schools are also increasing their minority graduates. It is difficult to determine what factors are responsible for the differences in apparent success between professional and undergraduate programs. The professional schools recruit motivated students who have already demonstrated academic ability by completing baccalaureate degrees. The tutoring and skill development provided to professional school students is oriented toward succeeding in specific courses and is offered by those who teach the course or have recently completed the course. Students frequently enter undergraduate colleges like GC and CLA without a clear goal or purpose. Students also enter these undergraduate colleges without previous college experiences and with little confidence in their ability to master college coursework. Help for undergraduate students is often in the form of basic skill development that is not directed at specific course contents. Tutoring in specific courses is provided by undergraduate and graduate students who do not eventually grade the student. Any or all of these factors could account for the differences in success observed between professional school and undergraduate retention programs.

Reference List

Armstrong, Roberta A., & Hall, William V. A comparative study of Martin Luther King program and randomly selected freshmen entering the University of Minnesota in Fall, 1970: Entrance data and subsequent performance. Office for Student Affairs Research Bulletin, University of Minnesota, 16 (14), 1976.

II. Support Programs at the Coordinate Campuses

A. University of Minnesota at Morris. For the past four years, UMM has had an ABC-no record grading system with accomplishments only recorded on the transcripts. No failures are recorded, no student is put on academic probation, and no student is asked to leave the institution for academic reasons. Contact with students who seem to be experiencing less than normal degree progress is informal. The Student Counseling Service and the individuals' advisors invite students to use their services on a voluntary basis. Members of the Scholastic Committee and advisors tend to encourage action rather than demand it.

Certain categories of students do have somewhat stricter requirements for academic progress. Students receiving financial aid, veterans, and students in the minority student program are among them. The services most frequently used for helping students maintain academic progress are the Student Counseling Service, the Academic Assistance Program, the Minority Student Support Program, and departmental tutors, particularly in the sciences and English.

UMM maintains a minority student program for all racial and ethnic minority students, with three staff members (the director, educational coordinator, and a secretary). Referrals are made to the program through a diagnostic pre-testing program and faculty. The program attempts to deal with a wide range of factors which might impede the progress of the minority students, with particular emphasis given to direct academic tutoring. Currently 15 tutors have been hired on a part-time basis to assist minority students.

B. University of Minnesota Technical College at Crookston. Students in academic difficulty are identified both formally through a transcript review process by the Office of Records and Registration and informally by instructors, student housing staff, and student personnel workers. Students are contacted in the formal system through letters of warning. Advisors and counselors are sent copies of these letters. Students are not required to see anyone about their difficulties, but they are urged to contact their advisor and/or a counselor. Referrals are most often made to the counseling service for personal counseling and to the Learning and Study Center for help with study skills and tutoring.

Minority students are sent either to special counseling personnel for Native Americans and Asian Americans or to the other services open to all students. The Reading and Learning Center has been especially effective in working with students. Spanish-American students have access to a special Spanish-American program, which has been in operation for two years, with one part-time staff member. All students are eligible for this service of this program, but it primarily serves Spanish-American students. The program has had a number of emphases, including establishing a scholarship fund for migrant Mexican-Americans, holding human relations workshops in area schools, sensitizing counselors in the area to the needs of Spanish-American students, and providing a cultural base for Spanish-American students. The most frequent problem in counseling and helping Spanish-American students has been the lack of sufficient money for financial aid.

C. University of Minnesota Technical College at Waseca. Students experiencing academic difficulties are identified in two ways: (1) through a mid-quarter alert process. Students who at mid-quarter are performing below a C-level in any course, are alerted to this fact and informed that if they do not improve their performance, they will receive an "N" in the course. (2) At the end of the quarter, any student who has received three or more Ns in coursework becomes a candidate for an academic scholastic difficulty procedure. Such students are contacted by personal letter or personal contact and are required to see the supervisor of counseling services to discover the causes of these difficulties and to develop a program to alleviate them. Depending on the nature of the problem, students are given personal counseling, help to adjust their schedule, or are sent to the Learning and Skills Center for aid in reading and study skills, mathematic skills or writing skills. Students who refuse to work with the supervisor of counseling services are referred to the Scholastic Committee for action. Instructors attempt to contact and talk to students who are experiencing difficulties in individual courses although the success of this effort depends very much on the instructors and is highly variable. At the present time, there are no specific minority programs on the Waseca campus. Minority students receive the same types of warnings and referrals as do others.

D. University of Minnesota at Duluth. At UMD, the primary mechanism for identifying and referring students is centralized in the Registrar's Office. College scholastic committees and offices do some identification and referral but are not primarily responsible for this effort. The Registrar's Office identifies students who are in academic difficulties, using criteria specific to each college. Students are then contacted by letter, and their names are given to the individual colleges. Students are generally not required to contact anyone in their college but are encouraged to join a group counseling program specifically for students on probation. Further services to students depend on the nature of the problem. Many are referred to student supportive services for assistance in developing study skills. Others are referred to personal counseling, and some remain in group counseling and retake courses in which they received a grade of less than C. Minority students are most often referred to special programs for them. Some colleges, notably the College of Letters and Sciences, also send out a letter to students who are identified as having academic probation. Other colleges attempt to contact students informally such as the School of Medicine in which a staff psychologist sometimes contacts the students and makes referrals to local professional counselors.

Both the Registrar's Office and the individual colleges express a need for a clearer delineation for responsibility and better coordination in identifying and helping students with academic difficulties. Among the problems expressed are that the identification system is too slow, that individuals who have been identified may have left school before they can be helped, that advisors have not been as effective as they might be in helping students, that record-keeping is inadequate, and that the counseling and support services have sometimes been overloaded. There is a general feeling at UMD that a better identification and referral system is needed.

UMD Supportive Services Program. The Supportive Services Program has been in existence for four years and currently has a staff of six full-time individuals and four part-time. Any students at UMD are eligible for this service, although the primary users are students who enter UMD after graduating in the second half of their high school class or who have received a GED. These students are required by UMD policy to participate in a supportive services assessment program. The program is both preventative and remedial and particularly concentrates on the development of adequate study skills.

Supportive services has four basic components: (1) Academic, in which courses and counseling are offered in reading, writing, math, study skills, and personal discovery and growth. These services are available to all students and to particularly academically under-prepared students. (2) A service for handicapped students, which counsels handicapped students and lobbies on their behalf in removing barriers to their successful participation in UMD programs. (3) Minority student concerns, which assists minority students and cooperates with other programs and services for minority students. (4) Financial aids, which awards some money to deserving high-need students.

The supportive services program also makes some referrals to the Student Development Center where students can receive personal counseling. Supportive Services Program is highly used and appears to work with many students. It does feel the need for more coordination and clearer relations in individual academic colleges and departments for students currently experiencing or expecting to experience academic difficulties.

UMD Black Student Program. The Black Student Program assists Black students in their academic and personal adjustment to UMD and represents the needs and interests of Black students to other persons at UMD and in the community. The program has been in existence for only six months and employs one staff member. Thus the scope and nature of the program are still being defined.

UMD American Indian Program. The American Indian Program has been in operation for three years, employing a director and a part-time student recruitment staff. It recruits American Indian students and provides a variety of services for assisting in retention of the American Indian students including personal counseling, academic skills, and support. It refers students fairly infrequently, sometimes for assistance in financial aid and for extensive personal counseling to Student Development. It serves as a general base of support for American Indian students at UMD and also represents the interests of American Indian students in the UMD community.

UMD Foreign Student Program. This program has been in existence for ten years and for the last year has had a full-time professional staff member. It serves all foreign students including Canadians and also Americans wishing to study abroad. The program attempts to aid the adjustment of foreign students, both to academic requirements and to life in this country. Often the program's activities include serving as an ombudsman on behalf of the student. Additionally, the program attempts to arrange contacts between UMD non-foreign students and foreign students as a means of promoting a heightened awareness of other cultural experiences for all UMD students. Referrals are made to other services such as the Student Development Center, the Health Service, Financial Aid Office, and Supportive Services.