

A UNIFORM RECRUITMENT AND RETENTION STRATEGY

**A plan to identify, attract, enroll and retain students
who reflect the population of Texas**



**As approved by the
Texas Higher Education Coordinating Board on
April 20, 2000**

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Mission Statement

The mission of the Texas Higher Education Coordinating Board is to provide the Legislature advice and comprehensive planning capability for higher education, to coordinate the effective delivery of higher education, to efficiently administer assigned statewide programs, and to advance higher education for the people of Texas.

Texas Higher Education Coordinating Board
A UNIFORM RECRUITMENT AND RETENTION STRATEGY
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A UNIFORM RECRUITMENT AND RETENTION STRATEGY

April 2000

~ BACKGROUND

During the 76th session in 1999, the Texas Legislature enacted House Bill 1678, now codified at Texas Education Code §61.086, directing the Coordinating Board to “develop and annually update a uniform strategy to identify, attract, enroll and retain students that reflect the population of this state.” The bill further directs higher education institutions to “implement the uniform strategy and report annually to the Coordinating Board the manner in which the institution has implemented the uniform strategy.” To implement the legislation, the Coordinating Board appointed an advisory committee from the institutions and charged the committee with developing the uniform strategy. A list of advisory committee members is attached as Appendix 5.

Each university's enrollment and graduation goal should be to reflect the Texas population, or, when the university's region contains larger proportions of the state's historically underrepresented groups, the regional population. Each community and technical college's enrollment and graduation goal should be to reflect the population of its service area. The uniform recruitment and retention strategy is designed to bring universities and colleges to those goals so that higher education enrollment and graduation mirrors the population of Texas.

~ STRATEGIC ENROLLMENT MANAGEMENT

The Uniform Recruitment and Retention Strategy Advisory Committee considered the wide range of circumstances under which all public institutions of higher education in Texas could operate, from community colleges to universities and from institutions whose students are predominately from the local area to institutions that draw from the entire state. The committee recognized that this diversity of conditions means that specific recruitment or retention programs that work well at one institution may not work at another. This recognition led the committee to focus on the types of activities that all institutions engage in, or should engage in, to ensure that their recruitment and retention activities are appropriate to their mission, are given the appropriate priority, and are successful.

To this end, the committee found strategic enrollment management principles to be useful. Strategic enrollment management recognizes that many internal and external factors affect current and potential students, and that to effectively recruit and retain students, institutions must develop a comprehensive strategic enrollment management plan which incorporate all areas of the institution.

~ DEVELOPMENT OF A UNIFORM RECRUITMENT AND RETENTION STRATEGY

The Advisory Committee recommends that institutions implement a uniform recruitment and retention strategy based on strategic enrollment management principles. The Committee has considered what infrastructure and processes are needed at each institution to ensure successful strategic enrollment management, regardless of local conditions. Four key activities have been identified, and the Committee recommends that each institution implement the following:

- G 1. Appoint a steering committee to develop a data-driven strategic enrollment management plan that incorporate initiatives and actions to improve campus diversity and improve services to underrepresented populations.
- G 2. Provide appropriate resources for implementation of the plan.
- G 3. Regularly assess, evaluate and modify the plan.
- G 4. Report annually to the Coordinating Board.

The committee recognizes that institutions differ with respect to the resources available to implement a strategic enrollment management plan. Some institutions have a department of institutional researchers who routinely gather and analyze data to support their student programs while others may use a more limited approach. The recommendations are thus framed to accommodate the differences in resources across institutions, particularly with regard to the collection and analysis of data. Also, the committee has attached in Appendix 1 instructions for developing the strategy and in Appendix 3 a number of examples for implementing each recommendation to demonstrate the various ways in which institutions can comply with these recommendations without undue burden.

The committee is convinced that these recommendations derived from the strategic enrollment management approach will ensure institutions engage in the key activities needed to have successful recruitment and retention programs while allowing them the flexibility to create programs and activities that are sensitive to the resources available and specific to their local conditions. Further, the committee feels that adoption of these recommendations should pose minimal difficulty for institutions, most of whom are already engaging in many of the activities, and that the organizing power of strategic enrollment management will simply make these activities more efficient and more effective for the institution. However, the success or failure of the recommendations will ultimately depend on the commitment by the institution's leadership, the entire management team, and all employees to the process and to the plan and on how well the process results in quality services for current, potential and future students.

~ REPORTING INFORMATION

House Bill 1678 requires each institution to implement the uniform strategy and report annually to the Coordinating Board on how the strategy has been implemented. The first report is due to the Coordinating Board in fall 2001. Directions for preparing the report are outlined in Appendix 2. In addition to the requirements of House Bill 1678, institutions may be subject to other state planning requirements. To the extent possible, institutions should coordinate the development of their strategic plans with other planning requirements, and as appropriate, cross-reference these plans and efforts.

APPENDICES

APPENDIX 1 INSTRUCTIONS

APPENDIX 2 REPORTING INFORMATION

**APPENDIX 3 EXAMPLES OF RECRUITMENT AND RETENTION PROGRAM
INITIATIVES**

APPENDIX 4 GLOSSARY OF TERMS

APPENDIX 5 ADVISORY COMMITTEE MEMBERS

APPENDIX 1
Uniform Recruitment and Retention Strategy
INSTRUCTIONS

I. STRATEGIC ENROLLMENT MANAGEMENT

An institution's ability to recruit or retain students is not the result of one factor, but instead a combination of factors related to the quality and availability of the programs and services offered by the institution. Students choose an institution based on a number of factors, including the reputation and the quality of the programs and services. Major factors affecting student success at an institution are the quality of teaching, the campus climate, and the quality and availability of appropriate support programs and services. Because these factors span the entire campus, strategic enrollment management requires participation from a variety of offices from across the institution.

When the appropriate infrastructure and technology is in place, institutions can improve their student recruitment and retention success by utilizing the principles of strategic enrollment management. To do so, institutions must first identify the problems and issues surrounding why students choose to attend or not attend their institution, and why their students succeed or fail. An institution can analyze its student population or student database for some of these answers. Other answers can be found by surveying the institution's constituents: prospective, current, and former students; parents and high school counselors; community and business leaders; and faculty and staff. Once the institution identifies and addresses these problem areas, best practices in recruitment and retention can be implemented based on the needs of the individual institution.

A strategic enrollment management plan requires strong collaboration between academic, student service and other campus offices. It also requires the use of current technology to establish a data management/student tracking system that can be used to assist with program assessment, evaluation and implementation. Most importantly, a successful plan will require a strong commitment by the institution's leadership, the entire management team, and all employees to the implementation and ongoing evaluation of the plan.

II. ELEMENTS OF A STRATEGIC ENROLLMENT MANAGEMENT PLAN

These elements are discussed in detail in the sections below. Various examples are provided although institutions are encouraged to decide what will work best at their campuses.

- G A. Appoint a steering committee.
- G B. Conduct an internal and external assessment and analysis to develop measurable goals and objectives.
- G C. Based on the results of the analysis, develop a marketing plan to attract and recruit a diverse student population.
- G D. Develop recruitment and retention strategies that incorporate a data management/student tracking system to monitor and communicate with students throughout the process.
- G E. Incorporate initiatives and actions to improve campus diversity and improve services to underrepresented populations into the plan.
- G F. Provide adequate funding and resources for the plan.

G G. After the plan is implemented, monitor and adjust its ability to meet its goals.

III. STEERING COMMITTEE

- G A. The process begins by appointing a strategic enrollment management Steering Committee. Possible committee members include:
- G 1. senior administrators, such as vice presidents of student affairs and academic affairs;
 - G 2. fiscal staff;
 - G 3. directors of admission and financial aid;
 - G 4. deans of retention programs;
 - G 5. faculty leaders;
 - G 6. key staff from institutional research, housing, student life, and other related student services staff;
 - G 7. alumni affairs staff;
 - G 8. marketing and public relations staff, and
 - G 9. prospective, current, and former students.
- G B. The charge to the committee should communicate a commitment for successful development and implementation of the plan and should be issued by the chief executive officer.
- G C. The steering committee is responsible for
- G 1. policy oversight, evaluation, assessment;
 - G 2. planning; and
 - G 3. advising on strategies, goals and objectives.
- G D. The committee's work should focus on
- G 1. research;
 - G 2. analysis;
 - G 3. marketing;
 - G 4. recruitment, and
 - G 5. retention.

IV. INTERNAL AND EXTERNAL ASSESSMENT AND ANALYSIS

- G A. The strategic enrollment management plan begins with:
- G 1. An analysis of the institution's mission statement and
 - G 2. An assessment and analysis of:
 - G a. customer satisfaction;
 - G b. institutional strengths and weaknesses;
 - G c. campus climate, and
 - G d. diversity of students, faculty, and programs.
 - G 3. The assessment also includes:
 - G a. teaching, and
 - G b. student services.
 - G 4. After the analysis and assessment, the institution should develop measurable goals, objectives, and strategies that support the mission of the institution.
- G B. Marketing and Institutional Studies. As part of the assessment process, institutions

should solicit comments from individuals and groups that have an interest in or are affected by institutional policies, programs and services.

- G C. Input should be solicited from:
 - G 1. prospective, current and former students;
 - G 2. parents;
 - G 3. faculty;
 - G 4. staff;
 - G 5. community, business and industry representatives; and
 - G 6. high school and community college counselors and teachers.

- G D. To help determine how well they are serving their students, institutions should develop student profiles and track and analyze data, such as:
 - G 1. which students enroll, and why;
 - G 2. which ones do not enroll, and why;
 - G 3. which students leave and which ones graduate and why;
 - G 4. gender;
 - G 5. ethnicity;
 - G 6. age;
 - G 7. geographic location and region;
 - G 8. socioeconomic status;
 - G 9. financial need;
 - G 10. grade point average;
 - G 11. major and career interest;
 - G 12. educational objectives (i.e., degree, certificate, professional enrichment);
 - G 13. information about potential students, including data on:
 - G a. high school students (top 10, 25, 50 percent);
 - G b. curriculum and enrollment trends at competing institutions;
 - G c. U.S. Census Bureau data, and
 - G d. job market trends.

- G E. Other data institutions need to review:
 - G 1. baseline statistics;
 - G 2. enrollment trends;
 - G 3. retention data:
 - G a. why students leave;
 - G b. attributes of dropouts and graduates;
 - G c. academic data;
 - G d. course failure and
 - G e. passage rate;
 - G 4. course utilization and availability;
 - G 5. ethnic and gender breakdowns;
 - G 6. data to determine:
 - G a. the institution's image;
 - G b. market potential, campus climate, and
 - G c. student satisfaction.

- G F. Institutions should use a variety of methods in their educational research, including:
 - G 1. cohort tracking;
 - G 2. surveys and questionnaires;
 - G 3. focus groups, interviews (personal and telephone), and
 - G 4. current and historical student and institutional data.

- G G. Internal assessment. An internal assessment should be conducted that addresses the

following:

- G 1. How successful are institutional policies, programs, and services in meeting the needs of underrepresented populations and other customers?
 - G 2. What percentage of underrepresented populations are being served by programs and services?
 - G 3. Have best practices for internal use been analyzed and adopted? What are the accomplishments?
 - G 4. What has the institution failed to accomplish internally and why?
 - G 5. What is the public's perception of the quality of programs and services? How does that correspond with program accreditation or other professional recognition?
 - G 6. How do academic programs and services and internal processes compare to standards for program accreditation or evaluation criteria?
 - G 7. Do programs and activities support one another, or is there conflict or duplication?
 - G 8. What are employees' attitudes about the institution?
 - G 9. What are the significant issues identified by employees as internal weaknesses?
- G H. External Assessment. The external assessment should address the following:
- G 1. Does the institution interact with its customers to identify demands and needs?
 - G 2. What strengths, weaknesses, opportunities, or obstacles characterize external relationships?
 - G 3. What opportunities are available that have not been explored?
 - G 4. What factors or conditions significantly affect the institution's diverse populations?
 - G 5. Are the diverse populations satisfied with the policies, programs and services provided?

V. MARKETING PLAN

- G A. Institutions should develop marketing strategies to target their prospective and current students. A test market provides a way to identify students who fit the profile who may have been previously overlooked.
- G B. A marketing plan should include a review of the institution's publications and promotional activities to make sure they reflect the image of the institution and what it has to offer. Publications should have a uniform message and should be tailored to potential markets.
- G C. Contacting prospective students is of critical importance. Institutions should plan a schedule of contacts for promotional materials and activities that compliment the decision-making process for college-going students. Care should be taken to insure that information and deadlines from the various campus offices such as admissions, financial aid, housing, orientation and academic offices do not conflict.
- G D. In developing a marketing strategy, it is also important for the institution to focus on increasing the prospective student pipeline. The institution should create outreach programs and develop partnerships between the public and private sector, public schools, technical and community colleges, and colleges and universities. Programs to increase the pipeline include:
 - G 1. master teacher series;
 - G 2. student Saturday workshops;
 - G 3. summer programs;

- G 4. visiting professors programs;
- G 5. campus visits, and
- G 6. articulation agreements.

VI. RECRUITMENT/ADMISSIONS STRATEGY

- G A. A recruitment strategy should involve all appropriate campus offices, i.e., academic offices, financial aid, student housing, placement, and orientation and should be based on:
 - G 1. research;
 - G 2. the marketing plan, and
 - G 3. the overall goals and objectives of the Steering Committee.

- G B. The strategy should include standard activities such as:
 - G 1. high school visits;
 - G 2. college day/night programs;
 - G 3. phone calls to students;
 - G 4. student and parent newsletters;
 - G 5. information sessions;
 - G 6. campus tours;
 - G 7. residence hall overnight visits;
 - G 8. pre-senior year summer programs and overnight preview programs to which include:
 - G a. visiting a class lecture;
 - G b. eating in the cafeteria;
 - G c. touring the library and the student union, and
 - G d. talking to professors and students.

- G C. A data management/student tracking system which allows the various campus offices to monitor and communicate with students throughout the process from initial contact to graduation is fundamental to the success of the strategy.
 - G 1. Admissions counselors and recruiters should monitor student applications by region, city and high school.
 - G 2. To provide for tracking and follow-up, community and technical colleges may need to develop a classification system to identify admitted students' educational objectives (i.e., transfer, certificate, degree, enrichment, etc.).

- G D. Emphasis should be placed on training and professional development of the recruitment and admissions staff so that they have a clear understanding of the steps in a quality recruitment process and of their role in the process.

VII. RETENTION/GRADUATION STRATEGY

- G A. A retention strategy should be developed based on the research, marketing plan and the overall goals and objectives created by the Steering Committee.

- G B. The institution should:
 - G 1. develop retention policies and programs that enhance and support student success;
 - G 2. involve other campus offices that affect student retention;
 - G 3. identify at-risk students based on research and institutional academic data;
 - G 4. base their initiatives and activities on the current trends and research on student persistence factors, and

- G 5. develop a data management/student tracking system which allows the various campus offices to monitor and communicate with students while they are enrolled at the institution.
- G C. For at-risk students, special programs should be developed, such as a summer bridge and first-year emphasis program which includes:
 - G 1. student assessment;
 - G 2. academic advising;
 - G 3. mentoring;
 - G 4. tutoring;
 - G 5. supplemental class instruction; and
 - G 6. workshops in life skills, study skills, money and time management.
- G D. Policies and initiatives that help support student success relate to:
 - G 1. campus climate;
 - G 2. customer-friendly staff;
 - G 3. well-trained faculty knowledgeable in teaching strategies and learning styles.

VIII. INITIATIVES AND ACTIONS TO IMPROVE DIVERSITY AND SERVICES TO UNDERREPRESENTED STUDENT POPULATIONS

- G A. Programs and initiatives which can improve the success of underrepresented students include:
 - G 1. extended student orientation;
 - G 2. learner-centered teaching;
 - G 3. a curriculum that celebrates diversity;
 - G 4. student success courses, bridge programs;
 - G 5. “early alert” systems;
 - G 6. qualitative and effective advisement and counseling systems;
 - G 7. access to faculty;
 - G 8. academic support services (tutoring, supplemental instruction, writing and math labs, study skills assessment);
 - G 9. access to appropriate role models (teachers, mentors, speakers, staff), and
 - G 10. institution-wide programs and activities that celebrate diversity.
- G B. There are other models of recruitment and retention programs for underrepresented student populations across the country that institutions can use as examples to follow in developing their own strategies; examples of some of the country’s best practices can be found in Appendix 3.

IX.FUNDING

- G A. Appropriate institutional funding to support the uniform recruitment and retention strategy is critical to its success.
- G B. Resources should be allocated as part of the institution’s regular funding process.

X. EVALUATION

- G A. Each institution should establish benchmarks and performance measures to use for each objective and strategy.
- G B. A performance measure’s definition should include both an explanation of the measure and the methodology for its calculation.

- G C. Annual evaluations should be based on the established performance measures.
- G D. The institution should be prepared to make adjustments in the plans where necessary and provide for continuous improvement.

APPENDIX 2
Uniform Recruitment and Retention Strategy
ANNUAL REPORTING INFORMATION

House Bill 1678 requires each institution to implement the uniform strategy and report annually to the Coordinating Board on how the strategy has been implemented. For the first year of the plan, we are requesting that each institution use the attached forms to prepare its report. We are also requesting that each institution prepare an appendix to the report which briefly describes the internal planning process used in the development of the uniform strategy, customer satisfaction survey and campus climate survey results. Any additional information an institution may wish to provide in support of its strategic plan may be attached as separate appendix. Please use the format provided to report the plan's implementation to the Coordinating Board.

The following reporting forms are included in this Appendix:

- Form 1. Title sheet for each institution's strategic plan,
- Form 2. Table of contents that identifies each institution's strategic planning elements,
- Form 3. Institutional Strategic Enrollment Management Plan Check List.

*Please send your completed report to the:
Uniform Recruitment and Retention Strategy Coordinator
Office of Access and Equity
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711.*

You can also email the information to:

parkerpa@theccb.state.tx.us

For additional information, contact:

Patricia Parker at 512-483-6140, fax 512-483-6149.

INSTITUTION STRATEGIC ENROLLMENT MANAGEMENT PLAN

For the Academic Year 2001

(Name of Institution)

Date of Submission: _____

Signed: _____
(Administrator)

Approved: _____
(Chief Executive Officer)

A table of contents that identifies the individual strategic planning elements, individual appendices, and any additional materials should be included.

I. Title Sheet

II. Table of Contents

III. External/Internal Assessment Summary

IV. Institutional Check List

V. Appendix

G A. Description of the Institution's Planning Process

G B. Strategic Enrollment Management Plan

G C. Assessment and Evaluation

INSTITUTIONAL STRATEGIC ENROLLMENT MANAGEMENT PLAN CHECK LIST

**Uniform Recruitment and Retention Strategy
Institutional Strategic Enrollment Management Plan
Check List**

1. Appointed a strategic enrollment management steering committee. Please list the names and titles of committee members and the committee chair on a separate page.
Yes No In Progress

2. Used research data to assess and analyze internal and external institutional factors which effect student recruitment and retention.
Yes No In Progress

3. Analyzed the strengths and weaknesses of the institution and develop measurable goals and objectives. (Please list goals and objectives on a separate page.)

4. Used market and institutional data to identify the student profiles and institutional markets.
Yes No In Progress

5. Developed/improved a marketing plan to attract and recruit a diverse student population.
Yes No In Progress

6. Developed/improved recruitment strategies to attract and enroll a diverse student population.
Yes No In Progress

7. Developed/improved retention programs to retain student through to the successful completion of their program objectives.
Yes No In Progress

Prepared by: _____
Title: _____
Institution: _____
Date: _____
Approved by: _____
Title: _____
Date: _____

APPENDIX 3
Uniform Recruitment and Retention Strategy
EXAMPLES OF RECRUITMENT AND RETENTION PROGRAM INITIATIVES¹

K-12 Intervention Programs

Program Title: Posse

Contact Information: Michael Schoenfeld, Dean of Enrollment Planning; Admissions Office; Middlebury College; Emma Willard House; Middlebury, VT 05753; 802-443-2272 (Phone); schoenfe@middlebury.edu

Description: Posse was begun in New York City as a response to the founders' observation that low income and underrepresented students with whom they had worked in another youth program would go off to college but did not often succeed there. The students reported that they felt isolated and had no where to turn; they needed their "posse" with them to succeed. Between 1990 and 1997, the program, which is run by the Posse Foundation and funded by individual, corporate, government, and foundation grants, had placed 109 students at such prestigious universities as Vanderbilt, Rice, DePauw, and Lehigh. The program has three major objectives: (1) to provide college access *and success* for underrepresented students from the New York City area who probably would not otherwise attend college, and almost certainly would not be considered for highly selective colleges; (2) to help selective colleges and universities work towards improving the climate of diversity on their campuses; and (3) to graduate more students from diverse backgrounds from selective universities so that they may take on leadership positions in society and the workforce. The program has also been a site for experimentation with the Dynamic Assessment Process which focuses on identifying non-traditional high school students with strong leadership ability and potential for success.

Program Title: Neighborhood Academic Initiative (NAI)

Contact Information: Dr. James C. Fleming, Associate Dean and Executive Director; USC Neighborhood Academic Initiative; USC Kaprelian Hall 266; Los Angeles, CA 90089-0259; 213-740-6313 (Phone); 213-740-1166 (Fax); jamesfle@bcf.usc.edu

Description: The Neighborhood Academic Initiative (NAI) program was began in 1990 by the University of Southern California in an attempt to have a direct impact on access to higher education in its own community. The program is limited to the area surrounding the University of Southern California campus. This area, located in the central part of Los Angeles, is largely low-income and most residents are either Black or Latino. "Average" seventh grade students (mostly B's and C's) are selected into the program from one school in the surrounding area based on two criteria: (1) their stated willingness to learn; and (2) a parent or guardian's willingness to support the "scholar" by attending classes and

¹Sources

Adam, Anthony J., ed. 1999. The New Era for Enrollment Management: Recruitment, Remediation, and Retention in the 21st Century, Prairie View A&M University.

Gandara, Patricia. Paving the Way to Higher Education: K-12 Intervention Programs for Underrepresented Youth, (Draft Report). 1999. National Postsecondary Education Cooperative, U.S. Department of Education, Washington, D.C.

meetings and ensuring that the student can attend all required activities. The program lasts the six years from 7th to 12th grades and it is intensive. Students are based every morning for two hours of math and English enrichment classes at USC and both students and parents meet on Saturdays for four hours of workshops. Students also receive tutoring twice a week for an hour and a half, and have a counseling session on Friday mornings that deals both with college preparation activities and socio-emotional issues. During the summer students are enrolled in additional classes. If they persist through the program, graduate and meet minimum eligibility criteria, they are awarded a full scholarship to the University of Southern California, a selective, independent school whose tuition is about \$20,000 per year. NAI serves between 40 and 50 new students per year, with a total of about 360 total students in the program. Not counting the scholarships, the program costs about \$2,000 per student annually which is covered by the university and private foundation grants. Combined with the cost of scholarships, NAI is both labor intensive and expensive and, as such, serves a relatively small number of students.

Program Title: A Better Chance (ABC)

Contact Information: Bonnie Newman, Director; 419 Boylston Street Fl 3; Boston, MA 02116; 617-421-0950 (Phone); 617-421-0965 (Fax)

Description: ABC is the oldest of the college access programs listed in this publication. It began in 1963 to serve talented minority students to give them a chance at a first rate high school education outside of their own environments. Most students in the early days of the program were placed in boarding schools and thereby were not only separated from their local schools, but also from their families and local community. Implicit in the design of the program is the notion that bright students from low-income communities will fare better when removed from their own settings, and placed in highly enriched schools and communities. ABC is an independent non-profit organization that has enjoyed financial support from many of the major philanthropic organizations in the country, including the Ford Foundation, the Rockefeller Foundation, the DeWitt Wallace Foundation, and the Sloan Foundation, to name but a few, in addition to federal support in its early years. It is headquartered in Boston and sends many of its students to prep schools in the Northeast. It has 160 member schools that take ABC students, and it typically accepts about 300 students per year in the program. ABC's primary function is identifying talented students of color, usually from poor communities throughout the nation, who, once nominated by someone in their schools or by a clergy member, undergo a rigorous selection process including a battery of tests and extensive interview. The program accepts students at all levels of tested performance if they can demonstrate a strong ability in core subject areas -- math, science, and English -- through other means, and if they demonstrate a strong desire to achieve. ABC attempts to affect the life course of individual students selected to participate and does not attempt to affect the schools or communities from which these students come. Thus, its cost is very high on a per-student basis, and in terms of numbers of students affected, its impact is small, although no doubt profound for those individuals selected to participate.

Program Title: Advancement Via Individual Determination (AVID)

Contact Information: Kay Pittman, AVID Teacher; Clairemont High School; 4150 Ute Drive; San Diego, CA 92117-5892; 858-273-0201 (Phone); kpittman@mail.sandi.net

Description: AVID began in 1980 in one school in San Diego, California and since that time has grown to more than 500 sites in eight states and abroad. Students eligible for AVID are high schoolers who are members of low-income, ethnic, or linguistic minorities who have average to high achievement test scores, but whose grades average C. Students are selected by program coordinators, usually on the recommendations of counselors, and parents must sign a contract

and agree to support their child in the program. The key feature of the AVID program is what it refers to as “untracking,” or placing underachieving students who would otherwise be in the general or vocational track into college preparatory classes. The students meet daily in an AVID class with a trained AVID teacher who oversees a specific curriculum.

On two days, students meet in small groups for academic tutoring. Two other days are devoted to writing development, note-taking, test-taking, and study strategies. Finally, one day a week is set aside for guest speakers, field trips, and other motivational activities. AVID reports that the annual costs per student are only about \$625, which is a relatively modest sum for the array of services provided. The researchers attributed much of the impact of the program to the transmission of “cultural capital” that it provided and the supportive networks of faculty and peers who helped students to redefine themselves as achievers.

Program Title: Puente

Contact Information: Jose Melchor, Counseling Office; San Diego High School; 1405 Park Blvd.; San Diego, CA 92101; 619-525-7455 ext. 1184 (Phone); 619-525-7259 (Fax); jmelchor@mail.sandi.net

Description: The high school Puente project was an outgrowth of a highly successful community college program that served 38 California colleges in 1993 when the program was expanded and adapted to 18 high schools. Puente serves a largely Latino clientele and has three major components: a two-year college preparatory English class, a Puente counselor, and a mentoring program. Puente accepts ninth-grade students along a wide continuum of achievement. Students are usually selected based on 8th grade counselor or teacher recommendations and the most important criterion for acceptance is the desire to improve their academic standing and go on to college. Parents are interviewed as a part of the selection process and they must agree to support their children in the program and to attend workshops and functions designed to include them in their children’s education. Approximately 88% of Puente students are still in the program at the point of high school graduation. The Puente program reports its annual per student costs to be about \$500, making it one of the lowest cost programs of this type.

Program Title: College Pathways

Contact Information: Fulfillment Fund; 1801 Avenue of the Stars, Suite 250; Los Angeles, CA 90067; 310-788-9700 (Phone); 310-788-9699 (Fax); info@fulfillment.org

Description: The College Pathways program is a project of the Fulfillment Fund which was incorporated in Los Angeles, California to work with disadvantaged youth within the school district in 1977. It serves students in seven Los Angeles Unified School District high schools. The program is based on five goals: love of learning, increased self-expectation, realized achievement, college matriculation, and community service. Students in the College Pathways 10th grade English class are visited each week by program staff or volunteers who follow a curriculum that involves academic support in reading, writing, public speaking, and critical thinking. The program targets historically underrepresented students who are potentially the first in their family to attend college. Students are selected into the College Pathways class based on a belief that they can profit from the program and are neither “good” nor “bad” enough to warrant special attention from other sources. Parents are not required to support their children in the program in order for them to be admitted. The program costs about \$980 per student annually to conduct, placing it at the lower end of the student-centered programs.

Program Title: I Have a Dream

Contact Information: Karen Dockal, Director; I Have a Dream Foundation-Albany; The University

at Albany; Capital Area School Development Association; Husted 211, 135 Western Avenue; Albany, NY 12222

Description: The IHAD Foundation was established in 1986 to launch local programs based on the now-famous original experience of Public School 121 in New York City where Eugene Lang challenged the graduating sixth graders in 1981 to graduate from high school with the promise that he would give each graduate a scholarship to college. Today there are more than 160 programs in 60 cities, serving 12,000 students, and a great deal has been written about the program. Students are to be adopted as a class or group, preferably in the 3rd grade, or when they are 8 or 9 years old, but it can be at any point in elementary school. IHAD does not have a particular role for parents, and in fact, because one philosophy of the program is that students should not be excluded because their parents are unwilling to participate, no particular demands are placed on them. However, neither is there a strong attempt to involve parents or seek their advice, which can be seen as a shortcoming. A typical IHAD program may cost between \$1,000 and \$3,000 per year per student, not counting the cost of college scholarships, depending on the extent to which students are rerouted into private or parochial schools.

Program Title: Project GRAD

Contact Information: Jim Ketelsen, President and Founder; 1314 Hines Avenue; San Antonio, Texas 78208-1899; 210-370-5603 (Phone)

Description: Project GRAD was first initiated in 1993-94 in the Houston Independent School District to improve the instructional culture and effectiveness of the school system in dealing with at-risk students. It began with one nine-school feeder system, and has subsequently been installed in two more feeder systems. The program grew out of the Tenneco Presidential Scholarship Program which provided college scholarships for Davis High School graduates. Project GRAD's philosophy is that educational failure can be prevented through a strong primary curriculum that builds students' self-discipline and confidence while stimulating a love for learning. By working with a feeder pattern of schools, some of the problems of student mobility are addressed as well. Project GRAD had found, like other programs, that the longer the students stay in the program, the higher they achieve above grade level expectations. Thus intensity of exposure to the program appears to have an effect on outcomes. Project GRAD does not report per-student costs of the program, although they do note that over \$10 million has been raised for the program from a large number of private sponsors. With perhaps 25 to 30 thousand students now affected by the program, the actual per-student cost is probably relatively low when compared to programs that focus on individual students.

Program Title: Florida's College Reach Out Program (CROP)

Contact Information: Diane Daniels, President; University of Central Florida; College Reach Out Program (CROP); P.O. Box 163620; Orlando, Florida 32816-3620; 407-823-5580 (Phone); 407-823-6216 (Fax); www.peagsus.cc.ucf.edu/~ucfcrop

Description: CROP is a state-wide program designed to strengthen the educational motivation and preparation of low-income, educationally disadvantaged students in grades 6 through 12 who "otherwise could be likely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts." CROP appears to be providing important support and information for students such that many who would not otherwise choose postsecondary education appear to be doing so, and their survival rates in college appear comparable to other more typical students in the Florida schools. Moreover, it does this at the relatively modest cost of \$365 per year per student.

Program Title: Minnesota's Postsecondary Enrollment Options Program

Contact Information: Office of Student Development; University of Minnesota-Twin Cities; 720 Washington Avenue SE, Room 11; Minneapolis, MN 55414; 612-626-6919 (Phone); cic@tc.umn.edu

Description: Minnesota's Postsecondary Enrollment Options Program (PEOP) was instituted in 1985 as a direct response to increase pressure in the state for "choice" programs in the form of vouchers. Legislators felt that by providing eligible high school students the option of taking courses in the state's colleges, they could provide sufficient choice of these students to stave off a voucher initiative at the high school level. From the perspective of students and families, the PEOP offered the opportunity to take college courses that would count for credit both at the secondary and the college level, thereby giving students a head start on college and reducing the costs of a higher education (all courses were paid for by the state). In order to participate in PEOP, students wishing to attend classes at a state four-year college or university must be in the upper one-third of their class; for enrollment in the community colleges, students must be in the upper half of their class. Students may take courses in both their junior and senior years, and most students elect to take social studies and language courses. Grades and credit received at the college are transferred to the high school; most students' GPA's are relatively unaffected -- students tend to get similar grades in college courses as in high school classes.

Program Title: Early Identification Program (EIP), George Mason University

Contact Information: Hortensia Cadenas, Director; George Mason University; 4400 University Drive; 129 East Building MSN 2A7; Fairfax, Virginia 22030; 703-993-3120 (Phone); 703-993-3128 (Fax); hcadenas@gmu.edu

Description: Initiated in 1987, George Mason's Early Identification Program selects minority students with academic potential and provides tutoring and other support for them through high school. The program's goal is to prepare students for college who might not otherwise consider enrolling in a precollege curriculum. The program attempts to increase interest in academic work and in developing leadership skills. Upon entering the program, parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. Participating students from Fairfax County Area II, Arlington County, and Prince William County Public Schools attend a mandatory three-week Summer Academy on the university campus prior to ninth grade, with special classes in English, science, math, and computer science taught by select high school teachers, university faculty, and local business people. During the following school year, the participants meet regularly with mentors and tutors, attend special university events, and participate in a weekend leadership skills camp. Students who complete the program and graduate from high school are guaranteed admission to the university. The current class profile is 49% African American, 34% Hispanic, 14% Asian, and 3% other minorities. Of the middle and secondary school students enrolled in EIP since 1987, approximately 95% went on to college; the program additionally claims a 71% student retention rate. EIP was honored at the White House in 1998 as part of the Clinton Administration's "High Hopes for College" initiative.

Program Title: Early Outreach Program, University of Illinois at Chicago

Contact Information: James D. Oliver, Associate Director; 17722 Oak Park Avenue; Tinley Park, IL 60477; 708-532-3337 (Phone); 708-532-8878 (Fax); oliverj@mail.aces.uiuc.edu

Description: The Early Outreach Program is an umbrella for a number of separate initiatives on the Chicago campus. The Early Outreach Saturday College Program for students grades seven

through twelve helps to prepare minority students for college and career options by providing academic enrichment language and mathematics skills, college and academic counseling, and exposure to diverse career paths. Chicago campus faculty, graduate students, and outstanding secondary school teachers design and teach the classes; parental participation is required for student participation. The Early Outreach High School-College Transition Program helps to facilitate the move from twelfth grade to college through a series of workshops centering on the admissions process. The Early Outreach Hispanic Math-Science Education Initiative seeks to increase the number of Latino students entering the health professions. Students meet every Saturday, October through May, to work on academic enrichment in mathematics, science, reading and composition; take part in careers awareness activities in the sciences; receive tutoring; and socialize in a college environment.

Program Title: Early Scholars Outreach Program (ESOP), University of Washington
Contact Information: Lynn Klausenburger; University of Washington; 5001 25th Avenue Northeast; Seattle, WA 98105; 206-543-2320 (Phone); 800-543-2320 (Toll Free); lhk@u.washington.edu

Description: The University of Washington has partnered with nine Washington State middle schools with large numbers of economically disadvantaged students to increase their enrollment in higher education and participate competitively in a college preparatory program by the time they reach grade nine. During the school year, high achieving minority students from the University of Washington provide tutoring and mentoring to sixth, seventh, and eighth graders during visits and overnight stays on the campus. The participants visit academic departments, participate in study skills sessions, and hear faculty presentations. Incoming ninth graders enroll in a six-week Summer Bridge Enrichment Program covering reading, writing, mathematics, language arts, computer and study skills. Parents are also involved through a series of workshops aimed at improving home environments which promote academic success. Since its inception, nearly 3,000 students have gone through the program, with a 97 percent high school graduation rate and 77 percent college attendance rate.

Program Title: EXCEL Program, Carson-Newman College
Contact Information: Sheryl Gray, Director of Admissions; Carson-Newman College; Jefferson City, TN 37760; 423-471-3223 (Phone); 423-471-3502 (Fax); sgray@cncadmnt.cn.edu

Description: A small rural college with a strong Baptist tradition in the Great Smoky Mountains, Carson-Newman is recognized by U.S. News and World Report as one of the top Southern colleges for quality, value, and cost efficiency. The college's fifteen-year-old EXCEL Program allows area high school upperclassmen to experience college during the summer. EXCEL participants must have a 3.0 GPA or higher and strong recommendations from high school teachers, principals, or guidance counselors to attend. Students can earn three-to-six hours of college credit in basic coursework. Participants live in residence halls, interact with Carson-Newman faculty, students, and administrators, and partake of extracurricular activities, including visits to neighboring attractions. EXCEL was cited by National Association of Student Personnel Administrators as a 1999 Noteworthy Program in Region III.

Program Title: INROADS/Wisconsin, Inc. Pre-College Component, University of Wisconsin -- Milwaukee
Contact Information: Kimberly Tuck, Director; INROADS/Wisconsin, Inc.; 231 West Wisconsin Avenue Suite 1104; Milwaukee, Wisconsin 53203; 414-272-1680 (Phone)

Description: The INROADS Pre-College Component at the University of Wisconsin-Milwaukee

prepares students for matriculation into college and the INROADS College Internship Component. Applicants must be ninth through eleventh grade African American, Hispanic, American Indian or Southeast Asian students with a 2.7 GPA or better; and they should also be interested in pursuing careers in business, engineering, computer science, nursing management or pharmacy. INROADS trains participants in seven areas of competence: communication, self-management, business skills, sophistication, management skills, valuing diversity, academic/technical abilities, community involvement, and leadership. Precollege students go through four weeks of advanced academic preparation and professional development, under the direction of Milwaukee public school teachers, community and corporate volunteers, and INROADS alumni. Activities include classroom instruction, advising, tutoring, career exploration, college preparation, visits to annual INROADS pre-college fairs, and a shadowing component in which students meet with professionals in their field of study.

Program Title: Passport to College, Riverside Community College

Contact Information: Cindy Taylor, Coordinator/Director; Passport to College Program; Riverside Community College; RCC 4800 Magnolia Avenue; Riverside, CA 92506-1299; 909-222-8065 (Phone); 909-222-8069 (Fax); ctaylor@rccd.cc.ca.us

Description: Passport to College is a long-term collaboration between regional universities, businesses, and schools targeting over 11,500 grade school students of the Riverside, Alford, Corona-Noco, Jurupa, Moreno Valley, and Val Verde unified school districts, a region suffering from low college attendance rates (24.5%). Initiated with the fifth-grade class of 1996, students began their trek toward college by touring the Riverside Community College campus. During Year I (FY 1996-97), students also sat through a series of one-hour classroom presentations by college faculty, staff, and students. Groups of parents met with facilitators in one/two-hour sessions to further acquaint them with the college transition process. For Year II (FY 1997-98), more than 6,500 eligible Passport for College families completed formal participation agreements. A long series of additional school presentations took place, with another series of meetings with parents. Student activities included classroom visits from campus staff with a goal-setting exercise, introducing Passport to College notebooks. The process will continue through the end of the twelfth grade. In February 1998, President Clinton honored Passport to College as one of ten model programs throughout the U.S. The Riverside Community College Foundation is currently spearheading a \$1.5 million campaign to support the program activities and to guarantee two years of tuition and fee assistance for every student who successfully completes the program and enrolls at the college. In partnership, UC-Riverside, California Baptist University, La Sierra University, Loma Linda University, and the University of Redlands have agreed to offer additional scholarship support for Passport to College students to complete their undergraduate degrees at one of these institutions after completing two years at Riverside.

Program Title: Science/Math Initiative, Colgate College

Contact Information: Audran Ward, Co-Director; Science/Math Initiative; Colgate College; 201 McGregory Hall; Hamilton, NY 13346; 315-228-7375 (Phone); 315-228-7975 (Fax); award@mail.colgate.edu

Description: Administered jointly by the Office of Undergraduate Studies and the Division of Natural Science and Mathematics, Science/Math Initiative aims to increase the number of students traditionally underrepresented in science and math. Participants are selected based on evaluation of high school transcripts and standardized test scores. Students are introduced to the sciences through summer preparatory courses (including courses in scientific writing), lab apprenticeships, internships, study groups, and collaborative research opportunities with Colgate faculty. A five-week "introduction to biology" summer class introduces participants to college-level natural

science concepts and prepares them for study experiences beyond high school. The instructor for this course becomes the student's faculty mentor when s/he enrolls in the college-level "intro" course in the fall semester. Prior to their sophomore year, Science/Math Initiative students enroll in a nine-week summer chemistry course, which teaches, "quantitative skills" in preparation for the regular sophomore year "intro to chemistry" class. Science/Math Initiative students also meet regularly with the director of the Division of Natural Science and Mathematics, who advises them and monitors their progress.

Program Title: University Outreach Centers, Texas A&M University System and The University of Texas System

Contact Information: Dr. Wanda L. Nelson, Director; University Outreach Program; University of Texas at Austin; 2406 Rosewood Avenue; Austin, Texas 78702; 512-232-4600 (Phone); 512-232-4605 (Fax); wnelson@mail.utexas.edu; Karon S. Mathews, Executive Director; University Outreach Centers; Texas A&M University Center for Academic Enhancement; Blocker Building; Room 525; College Station, Texas 77843-4230; 409 845-2724 (Phone); (409) 854-6419 (Fax); karons@acx.tamu.edu

Description: University Outreach Centers, directed jointly by Texas A&M University System and The University of Texas System and supported by the University of North Texas in Denton, is designed to help Texas high school students with college preparation and college admission. University Outreach Centers currently serve Austin, Corpus Christi, Dallas, Houston, McAllen, and San Antonio, a satellite center in San Benito, and work closely with local schools, agencies, and businesses in each city. Students are selected for participation as early as the eighth grade. Each center has a separate agenda of programs and activities, as reflective of local populations and needs, but centers in general provide participants with counseling in goal setting, career choices, financial aid, and college preparation through high school graduation. All participants must be enrolled in one of the targeted middle or high schools, have a minimum of a B average, receive a recommendation from a teacher or counselor to participate, and have the permission of a parent or guardian. All students will then participate in University Outreach meetings and activities, maintain above-average grades, and enroll in a series of college-pre high school courses, including 3.5 math units, 4 English units, 3 science units, and 2 units of one foreign language and fine and performing arts electives. Program graduates may elect to enter any college of their choice. A total of 3,324 pre-college students enrolled in the program statewide in 1997/98, and 80 percent of University Outreach Center high school graduates enrolled in college in fall 1997.

College-Based Programs

Program Title: Academy for Collegiate Excellence and Student Success (ACCESS), Prairie View A&M University

Contact Information: Lettie Raab, Director; Project ACCESS; Prairie View A&M University; P.O. Box 938, Prairie View, TX 77446-0938; Phone: 1-888-877-8760 (toll-free); Email: ACCESS@pvamu.edu

Description: Prairie View A&M University is a historically black institution (HBCU) committed to serving unrepresented and underrepresented populations. Project ACCESS, as the Academy is known, is open to all Texas residents who are high school graduates or GED recipients and who have a minimum 2.0 high school cumulative GPA or equivalent. This “Bridge to College” summer program seeks to improve student academic performance and assist in the high school-college transitional period through a highly structured, intensive academic experience. The seven-week residential program provides daily instruction in mathematics, reading comprehension, writing, and critical thinking, with two-hour structured study hall sessions every evening. The participants also experience off-campus field trips designed to bring relevance to their studies. In the fall, ACCESS students who qualify for admission to PVAMU enter the program’s freshman component, at which time tutors assist in critical classwork and mentor teams help with the admissions process. As of May 1997, 52 percent of the participants were completely out of remediation, versus a Texas state average for transitional students of 46 percent.

Program Title: SHARE Program, University of Texas at Austin

Contact Information: SHARE Program; Freshman Admission Center; John Hargis Hall; The University of Texas at Austin; Austin, Texas 78712; 512-475-7441 (Phone); 512-475-7475 (Fax); share@uts.cc.utexas.edu

Description: SHARE, or Students Helping Admissions’ Recruitment Effort, since 1978 has helped The University of Texas at Austin Office of Admissions fulfill its commitment to assisting students in high school-to-college transition. Each fall semester, the top 10 percent of high school seniors from major Texas cities are invited to visit the campus and receive information on admissions, housing, financial aid, and placement. The students tour the campus, attend a class lecture, and discuss campus life with current university students, who serve as pre-enrollment peer counselors for the prospects. Paid students and volunteers are involved in a variety of SHARE activities, including the Campus Visitation Program and Longhorn Honors (the overnight campus visit). Program advisors believe that students can more effectively persuade prospective students to come to their institution than can university officials. SHARE students may also take part in the Hometown Holiday Recruitment component, which allows them to return to their high schools to talk with prospects about the university and answer any questions they might pose. Select students are also contacted through the Telephone Project on Saturdays throughout the year and given the opportunity to ask questions about campus life.

Program Title: Students Orienting Students (SOS), University of Wisconsin -- Madison

Contact Information: Carren Martin, Director; Campus Information; Assistance and Orientation; 716 Langdon Street; University of Wisconsin-Madison; Madison, WI 53706; 608-263-0367 (Phone); cmartin2@facstaff.wisc.edu

Description: Students Orienting Students (SOS) is managed by the campus Student Orientation Programs Office (SOP) at the University of Wisconsin -- Madison. SOS Guides are student volunteers who assist new students in adjusting to the academic and social life of the campus throughout the academic year. Volunteers take part in planning and implementing campus-wide

programs, including the Wisconsin Welcome and conducting the Student and Parent Connection telephone surveys. SOS Guides are supervised by experienced Core Guides and the coordinator of the SOS program. All guides must be at least sophomores and have a minimum 2.0 GPA, must attend monthly SOS meetings, and serve on one SOS committee. Time commitments vary from month to month but are especially heavy at the beginning of each semester.

Program Title: Summer Research Opportunities Program, University of Illinois at Urbana-Champaign

Contact Information: Abbie Robinson-Armstrong; Committee on Institutional Cooperation; 302 E. John Street Suite 1705; Champaign, IL 61820-5698; 217-333-8475 (Phone); aarobnsn@uiuc.edu

Description: The Summer Research Opportunities Program (SROP) at the University of Illinois at Urbana-Champaign is considered one of the most successful programs administered by the campus Graduate College Minority Affairs Office. Initiated in 1986, the program focuses on encouraging underrepresented minority group students -- Native American, African American, Mexican American, Latino, and Puerto Rican -- to go to graduate study. SROP allows sophomores and juniors in the target groups to develop and explore research topics of their choice in conjunction with a faculty mentor during an eight-to-ten week summer session. Each student receives a minimum \$2,500 stipend for the summer, in addition to room, board, and travel expenses (to attend the annual SROP conference). The faculty member is also eligible to receive partial funding (up to \$500) to cover research costs. Participants must have a cumulative 2.75 or better GPA to pursue graduate study through this program, and the program is open to all majors. More recently, SROP has also begun to focus on student retention. In 1997, program directors reported to 96 percent retention rate to graduation, with 16 former students going on to earn doctorates. SROP is currently in place at 15 Committee on Institutional Cooperation (CIC) campuses throughout the United States.

Program Title: Academic Center for Excellence, Southeastern Louisiana University

Contact Information: Dr. LaVanner Brown, Director; Student Support Services; College of Basic Studies; Southeastern Louisiana University; Hammond, LA 70402; 504-549-2122; lbrown@selu.edu

Description: Named an "outstanding" program by the National Association for Developmental Education (NADE), the ACE (Student Support Services) is a TRIO program under the direction of the College of Basic Studies which provides academic and personal assistance to qualified Southeastern Louisiana University students free of charge. Students are provided with academic, career, personal, graduate school, and financial aid counseling in addition to skill and content tutoring. The program offers workshops throughout the academic year on math anxiety, résumé writing, study skills, and other needs. Tutors are available for support on basic mathematics, science, and English classes, as well as skill and content tutoring. Students accepted into the Counseling Services program are assigned an academic counselor who designs an individual study plan for each student based on academic record, reported needs, and individual assessment. Counselors may also assist students with financial aid, curriculum requirements, and other needs. Regular Success Workshops give students the chance to develop specific skills and experiences to improve GPA's and promote personal growth. Recent workshop topics include study skills, résumé writing, memory techniques, and time management.

Program Title: Academic Support Center, Finger Lakes Community College

Contact Information: Academic Support Center; Fingers Lakes Community College; 4355 Lakeshore Drive; Canandaigua, NY 14424-0359; www.fingerlakes.edu/studentLife/services/academicSupport.shtml

Description: Finger Lakes Community College is a medium-size (@5000 students) community college established in 1968 which offers a number of certificate programs in addition to associates degrees. Named an “outstanding” program by the National Association for Developmental Education (NADE), the Academic Support Center on the campus provides academic assistance to all students who wish to improve their skills in reading, writing, grammar, study habits, computational abilities, mathematics, or science. The Academic Support Center also offers assistance with any campus courses. The Developmental Studies Department coordinates the First-Year Seminar, College Composition, College Study Skills, Effective Reading, Analytical and Critical Thinking, and Fundamental Mathematics and Algebraic Skills. Each course is designed to assess a student’s ability level and to increase his skills by the end of the semester. The Academic Support Center also offers a peer tutoring program at either the one-on-one or group level.

Program Title: Center for Supplemental Instruction, University of Missouri -- Kansas City

Contact Information: Kathy Phillips, SI Supervisor; UMKC Campus SI Program; Center for Academic Development; University of Missouri-Kansas City; 5014 Rockhill Road; Kansas City; MO 64110-2400; 816-235-1166; www.umkc.edu/cad/si/

Description: Supplemental Instruction (SI) was first developed at the University of Missouri -- Kansas City in 1973, and the department continues to be a leader in the field. Evidence suggests that students who participate in this program earn higher mean final course grades than non-participants, regardless of ethnicity and/or prior academic achievement. Additionally, program participants tend to persist at the institution at higher rates than non-participants. Supplemental Instruction sessions are weekly reviews for students enrolled in historically difficult courses. Students within a common class can get together to compare notes, discuss important topics, develop strategies for studying the subject, and test themselves on the material. Sessions are run by SI leaders, students who have taken the class previously and earned a high grade; the leader attends class with the students, for more effective follow-through. The SI leader’s role is that of a facilitator rather than a lecturer; the leader helps the students think through the assignments and use study time more efficiently. The website features a number of online reports and papers in support of SI’s claims to success, in addition to materials on video-based supplemental instruction (VSI).

Program Title: The Counseling Center, Sam Houston State University

Contact Information: Dr. Carlos P. Zalaquett, Assistant Director; Counseling Center; Sam Houston State University; Huntsville, Texas 77341-2059; 409-294-1720; www.shsu.edu/~ccp_cxz/email.html

Description: The Counseling Center at Sam Houston State University has a strong program utilizing computer resources for study skills and remediation in mathematics, reading, and writing. The Study Skills Assessment Program component allows students to use an individual computer program in the Counseling Center to assess their strengths and weaknesses in 10 different areas, including memorization and notetaking abilities. After making the assessment, students can research the individual problem areas for tips to improve their skills. The initial test takes approximately one hour; each subsequent area test takes fully interactive computer-based program from Educational Testing Service (ETS) for students who want to improve basic reading, writing, and mathematics skills. LearningPlus features over 100 hours of computer-based instruction that allows students to progress at their own pace and contains six interrelated components: the introductory tutorial; a series of diagnostic tests which assess the student’s strengths and weaknesses; over 35 hours of course work in the three basic areas; five units of 19 lessons on the principles of reading; four units of 22 lessons on the writing process; and six units

of 31 lessons on foundational mathematics.

Program Title: Counseling Services, Harrisburg Area Community College

Contact Information: Counseling Center; HACC-Wildwood Campus; One HACC Drive; Harrisburg, PA 17110; 717-780-2300; www.hacc.edu/SERVICES/COUNSELING/counsel.htm

Description: Counseling Services at Harrisburg Area Community College supports the community college student population through a number of division offices on four campuses. Academic Support Services provides courses and academic support for students not adequately trained for college-level work in mathematics, English, reading, and biology. The Act 101 Program on the Wildwood campus helps highly motivated students who meet certain academic and economic criteria to succeed in college, primarily through a program of tutoring, counseling, cultural enrichment, and academic monitoring. The Learning Centers on each campus provide tutorial assistance in writing, reading, accounting, computer literacy, and other skills on a walk-in or referral basis. The Academic Monitoring system under the Basic Education component focuses on those developmental courses who are or may be in danger of academic failure and suggests avenues of assistance, including tutoring and personal counseling. The Basic Education counselor, in conjunction with developmental education instructors, notes those students with a D or F at the end of the fourth week of classes. Those students are then contacted with a letter of concern about their academic performance; the letter also requests students to personally contact a counselor for an interview. During the interview process, needs are assessed and attention given to problem areas.

Program Title: Learning Achievement Program, William Rainey Harper College

Contact Information: Learning Achievement Program; Academic Resource Center; William Rainey Harper College; 1200 West Algonquin Road; Palatine, IL 60067; 847-925-6715; www.harper.cc.il.us/academ/deved/lap.html

Description: Named an “outstanding” program by the National Association for Developmental Education (NADE), the Learning Achievement Program at William Rainey Harper College provides academic support to students at all ability and achievement levels through courses, tutoring, workshops, and specialized services. The Success Services component offers drop-in or appointment counseling in a variety of areas, including a test performance analysis, coping with test anxiety, test-taking strategies, and study skills sessions. The staff may also administer a study behavior inventory to identify strengths and weaknesses in academic confidence, short-and long-term study habits, and test-taking skills. Some of these services are available to non-Harper College individuals for an hourly fee. The program also administers a specialized two-semester reading skills course to prepare students for college-level reading requirements. A separate Tutoring Center offers individual attention, study guides, and review seminars/workshops for free to all Harper students and for an hourly fee to non-students.

Program Title: Learning Assistance Program, Appalachian State University

Contact Information: Office of General Studies; Learning Assistance Program; Appalachian State University; Boone, NC 28608; 828-262-2167; www.appstate.edu/www_docs/gstudies/lap.html

Description: Named an “outstanding” program by the National Association for Developmental Education (NADE), the Learning Assistance Program at Appalachian State offers academic support services to enable students to achieve academic and personal success. The program’s philosophy centers on the belief that students can become academically and personally successful if given adequate support, services, time, and appropriate teaching strategies.

General Academic Support Services offers one- and two-hour classes on learning and communication skills, including notetaking, test anxiety, and time management. This component also offers a “Lunch and Learn” program of one-hour noon-time sessions once per week. Undergraduates may also take part in the university tutorial program, as needed. Student athletes are given special attention on advising, class scheduling, and counseling, in addition to having their own study hall. Since 1992, the Learning Assistance Center has offered special attention also to adult (age 25+) undergraduate students with special needs assistance and academic advising. Students with identified learning and other disabilities may receive special academic advising, technology assistance, tutoring, self-concept building, and career exploration guidance.

Program Title: Preview Program, The University of Texas at Austin

Contact Information: Retention Services, Office of the Dean of Students; The University of Texas at Austin; 100-B West Dean Keeton Street Suite 4.104; Austin, Texas 78712; 512-471-1205 (Phone); 512-232-4243 (Fax); love.jones@mail.utexas.edu

Description: The Preview Program is a seven-week “headstart” program for Presidential Achievement Scholarship African American and Hispanic freshmen regularly admitted to The University of Texas at Austin which gives them an introduction to the campus structure while simultaneously providing a more welcoming atmosphere than they might expect in the fall semester, when almost 50,000 arrive on campus. Prospective students may attend a one-week orientation to the university and then enroll in six semester hours of regular college courses (e.g., English, physics, sociology, economics) during the second term. Students receive tutoring and Supplemental Instruction to master college-level academic skills while improving their study skills. Each student is also assigned a peer counselor and mentor with whom they regularly meet during the seven-week period. Students may also participate in recreational activities, social functions, and weekly workshops to smooth over the high school-to-college transition process. Over 600 students have passed through the Preview Program since its inception, and records show that participants were graduated at a significantly higher rate than their ethnic minority group peers.

Program Title: The Provisional Student Program, College of Charleston

Contact Information: Willi Williams III, Coordinator; Provisional Student Program; Office of Educational Services; College of Charleston; 66 George Street; Charleston, SC 29424; 843-953-1431 (Phone); 843-953-7731 (Fax); williamswi@admin.cofc.edu

Description: Provisional students are those enrolled annually at the College of Charleston who do not fully meet university entrance requirements but show potential. The first-year student is assigned specific coursework, up to 16 credit hours, and is evaluated on his progress throughout the academic year. Coursework includes six semester hours each of basic English and mathematics, history, a foreign language, humanities, natural science, and social science. Students must be in “good standing” (i.e., have a particular GPA per hours earned) to remain in the college. All provisional students must sign a Provisional Student Contract, in which they agree to meet specific course requirements and limit their outside employment and non-academic activities. Provisional students also take a Learning Strategies class to enhance their study and critical thinking skills. Students are challenged to examine their learning styles and adapt learning and study methods to the coursework. Although studying takes top priority, students are allowed to participate in extracurricular activities. Students are urged to take advantage of the colleges supplemental learning facilities, including the Center for Academic Advising and the College Skills Lab. Charleston’s retention efforts have resulted in a 1999 Retention Excellence Award from USA Group Noel-Levitz, a consulting firm specializing in enrollment management, financial aid, and student retention.

Program Title: Summer Remediation Program, Morehouse College

Contact Information: Sterling Hudson III, Vice-Provost for Admissions and Enrollment Management; Morehouse College; 830 Westview Drive SW; Atlanta, GA 30314; 404-215-2748; shudson@morehouse.edu

Description: Morehouse College has long been considered the premiere institution for the education of African American males and as such has a standing commitment to excellence. To meet the needs of those prospective students not fully prepared for the rigors of Morehouse academic life, the university developed a six-week residential summer program which offers students a chance to refine their skills in mathematics, English, and reading, in addition to developing a sense of community. The program is required for all students who do not meet Morehouse's academic admissions requirements. The college charges \$2,000 per student for participation, but need-based scholarships are available. Academically successful upper-classmen also share the dorm space with participants, serving as counselors and tutors as needed. The program's success is reflected in its freshmen-to-sophomore retention rates, which have risen from 79 percent in 1994 to 82 percent in 1997, although the four-year graduation rate remains steady.

Program Title: The Writers Center, Colorado State University

Contact Information: Nick Carbone, Director; The Writers Center; Colorado State University; Fort Collins, CO 80523; 970-491-0222 (Phone); tutor@vines.colostate.edu

Description: The Writers Center at Colorado State University is a service of the Department of English and as such offers free writing consultation to all members of the campus community and residents of the Fort Collins area. Writing Consultants are graduate students who have taught writing courses on campus. Besides traditional face-to-face tutoring, the Writers Center offers an online writing center (OWL) with a variety of components. The online tutorials are pulldown menus that help writers generate text that may be used for writing projects. Most tutorials are fewer than 15 screens long and can be completed in less than half an hour. An extensive list of reference materials is also available electronically, including information on writing and reading processes, speeches and presentations, social science and qualitative research, and working with graphics and tables. The Writers Center has begun work on Interactive Demonstrations (ID) which take users step-by-step through using resources, but thus far only two demonstrations are available. As with other OWL's, users may submit papers for online consultation, but help is usually limited to a 30 minute session; turnaround time is normally two days. However, users may also request virtual appointments to discuss writing problems with a tutor.

Program Title: Campus Match, Arizona State University

Contact Information: Carol Williams, Campus Match Coordinator; Division of Undergraduate Academic Services; Arizona State University; Tempe, AZ 85287; 480-965-3097; www.asu.edu/duas/campmat/

Description: Campus Match gives all Arizona State University freshmen the chance to spend their first semester in small-group sessions to ease the high school-to-college transition. Groups of 25 students are clustered together in the same core classes, which include first-year composition, two general studies courses, and a student success seminar; all classes meet at "popular" times of the day (normally late morning and clearly afternoon). Students are urged to choose the cluster of courses which best suits their major field. Students participating in Campus Match are guaranteed places in these courses. Although no one is required to participate, some of these courses, such as composition, are required of all Arizona State students. The student success seminar, UNI 101, is a cornerstone one-hour session taught by a peer mentor which

meets once per week; instructors take attendance, and grades may be lowered due to poor attendance. Much of the time in this seminar is devoted to group discussion and interaction. Individual sessions cover such topics as time management, use of the library, campus diversity issues, goal setting, and textbook reading. Campus Match students are also urged to register for a math, foreign language, or elective course.

Program Title: Center for Research on Learning and Teaching, University of Michigan

Contact Information: Center for Research on Learning and Teaching; 3300 School of Education Building; 610 East University Street; University of Michigan; Ann Arbor, MI 48109-1259; 734-764-0505 (Phone); 734-647-3600 (Fax); crit@umich.edu

Description: Center for Research on Learning and Teaching staff work collaboratively with University of Michigan faculty, graduate instructors, administrators, and students to promote “a University culture that values and rewards teaching, respects and supports individual differences among learners, and encourages learning environments in which diverse students can learn and excel.” The Center focuses primarily on diversity, orienting faculty and staff to campus issues, introducing them to measures for evaluating courses and curricular innovations, and offering up to \$6,000 in grants from the Faculty Development Fund for innovative projects that enhance teaching and learning. One significant Center unit, Multicultural Teaching and Learning Services, addresses multicultural issues within specific academic contexts, in addition to providing campus-wide workshops and individual consultations for faculty to help them work with the diverse student population. Recent workshops include “Teaching Controversial Courses,” “Culture of American Classrooms at UM,” and “Nourishing Our Diverse Teaching Selves.” A number of online secondary bibliographies are accessible to researchers.

Program Title: First Year Experience, Georgia Southern University

Contact Information: Dr. Fred Richter, Director; First Year Experience; Office of the Vice-President for Academic Affairs; Georgia Southern University; Statesboro, GA 30460; 912-681-0357; frichter@gasou.edu

Description: The First Year Experience (FYE) at Georgia Southern University is designed to ensure that beginning and transfer students become acclimated to the campus and have a smooth high school-to-college transfer period. FYE features a two-semester sequence including a one credit hour required Orientation Seminar. Students are placed in small class settings guided by a faculty member and (in most cases) a peer leader who introduces them to college life. Through this seminar program, Georgia State provides students with a computer literacy component, library orientation, career counseling information, time management and study skills workshops, and special sessions on safety, diversity, and the campus’ cultural climate. Orientation II: Leadership Development emphasizes principles of leadership, examines diverse leadership models, and encourages students to apply these principles in various settings. The summer 1999 University Orientation II program (GSU 1211) included readings from Colin Powell’s autobiography; lectures on charismatic and transformational leadership; discussions on the leadership style of Thomas Jefferson; and a selection of leadership-oriented films from which the students could make selections.

Program Title: First Year Experience Program, SUNY Potsdam

Contact Information: Residence Life; 223 Sisson Hall; SUNY Potsdam; Potsdam, NY 13676; 315-267-2350 (Phone); 315-267-2351 (Fax); horanji@potsteam.edu

Description: As sponsored by the Residence Life Department, Potsdam’s First Year Experience (FYE) is comprised of three major components: residential, academic, and programmatic. Two

dorms serve as the residential setting, with entire floors set aside for first-year students in order that they might “go through it all together” with their peers. Assisting in the residential component are resident assistants (returning students who live on the residents’ floor and provide information as needed), mentors (returning students assigned to each floor who offer informal guidance on academics and plan activities for students), and a residence hall director (a resident professional staff member trained in dealing with first year students). All students who choose to reside in the FYI Program dorms must sign and follow a Community Living Agreement that sets community standards that enable study and social interaction to occur. Students enrolled in the Studio Arts Freshman Interest Group or similar arts related courses may opt additionally to reside on the Arts Floor of one of these dorms. The academic component is assisted by Residential Fellows (RF) -- faculty or staff members who volunteer to help first-year students make the transition into college. Two RF’s are assigned to each floor, and some of these volunteers also serve as academic advisors for these students. All residential FYI students enroll in a one-credit First Year Success Seminar class that includes all of the students on each floor. The RF’s lead the sessions, which cover such topics as time management, study skills, safety, and career exploration. Additional workshops are available throughout the year. The programmatic component includes any specially designed activity which will benefit FYE students, such as FYE Teambuilding Day, A Major Affair (an evening discussion about majors with faculty members), and transitional programs on roommate relationships, substance abuse, and homesickness.

Program Title: Freshman Interest Groups, University of Missouri -- Columbia

Contact Information: Pam Johnston; FIGs Program Coordinator Office of Admissions; 230 Jesse Hall; University of Missouri; Columbia, MO 65211; 573-884-6719; mu4m@missouri.edu

Description: Freshman Interest Groups, or FIGs as they are more commonly known, are non-required living-learning communities of approximately 20 students who share the same residence hall and take three classes together at the University of Missouri -- Columbia. Approximately 40 percent of all incoming freshmen participate in the program. FIG students also meet once per week for the one-credit Freshmen Pro-seminar, a course taught by a Peer Advisor (normally an upper-classman in a major related to the FIG’s major) for each FIG. The Peer Advisor also normally resides in the same residence hall as the FIG, helps organize study groups, and serves as a source of information about the University of Missouri in general and the major in particular. Each FIG also has a faculty mentor. Interest group topics are varied, but all normally include three introductory-level courses grouped around a general topic, such as “Individual in Society,” “Heaven and Earth,” and “Varieties of Human Experience.”

Program Title: Freshman Parents’ Weekend, University of Wisconsin -- Madison

Contact Information: Sunny Kussman, Coordinator; Freshman Parents’ Weekend; Wisconsin Alumni Association; 650 N. Lake Street; Madison, WI 53706; 888-947-2379; freshpwk@badger.alumni.wisc.edu

Description: Only recently have researchers begun to examine the extent to which parental involvement effects recruitment and retention efforts in higher education. Studies suggest that the more first-hand experiences parents and other relatives have with a particular institution (enrollment managers should consider the role of alumni in recruitment), the more likely it is that students will select that institution and remain there. Sponsored jointly by the University of Wisconsin -- Madison and the Wisconsin Alumni Association, the annual Freshman Parents’ Weekend in late September gives the parents of incoming students an opportunity to meet many of the people who will be involved in their children’s lives while away from home. Scheduled events include a walking tour of the Madison campus, sitting in on classes (either distinguished faculty or the student’s regular faculty), a visit to the Campus Resource Fair and Reception, the

Chancellor's address to parents, a question and answer session, as well as attending a college football game. Program coordinators state that, due to the large amount of attendees for this event, only parents may attend what would otherwise also be an ideal recruitment program.

Program Title: Freshmen Seminar Program, Rochester Institute of Technology

Contact Information: Nathaniel Holmes, Coordinator; Freshmen Seminar Program; Center for Student Transitions and Support; 42 Lomb Memorial Drive; Rochester Institute of Technology; Rochester, NY 14623-5604; 716-475-6943 (Phone); nxhcst@rit.edu

Description: The Freshmen Seminar Program at the Rochester Institute of Technology introduces students to college by linking curricular and co-curricular life in small course settings. The courses are designed to assist first-year students make a successful high school-to-college transition and to introduce them to campus culture. The program emphasizes critical thinking, written and oral communication skills, and research methods. Faculty and students examine a wide variety of topics, such as social and academic goals, learning and self-management skills, diversity, introduction to the university and specific programs, careers, and the value of a college education. Courses are developed as a joint venture between the Student Affairs Division and specific academic departments and are open to all new students. Most courses are one credit, one quarter and one-and-a-half hours per session and are taught by faculty/staff teams or individuals from either area.

Program Title: Learning Communities, Northern Kentucky University

Contact Information: Fran Zaniello, Director; Office of First-Year Programs; Lucas Administrative Center 302; Northern Kentucky University; Highland Heights, KY 41099; 606-572-5913; firstyear@nku.edu

Description: Each Learning Community, open to all new freshmen regardless of admission status, is a non-residential small group of first-semester Northern Kentucky University students who take three popular courses together. Theoretically, by making the transition together, the new students will be able to support each other academically and emotionally with greater ease. By taking the same classes, these students meet new people, make new friends, form study groups, participate in class discussion, and get to know faculty. Newly-enrolled students are automatically placed in three classes with the same group of about 25 students. At least one of the classes is a small class consisting entirely of the student's Learning Community, and at least one class is a large lecture-based class. Classes normally included in this program include beginning English, speech, math, theater arts, art, psychology, sociology, biology, history, political science, geography, and anthropology. The Office of First-Year Programs also offers a residence program, Commonwealth Living/Learning Community (CLLC), which places 40 first-semester residential freshmen in the same University 101 class.

Program Title: Living/Learning Center, University of Vermont

Contact Information: Director's Office; Living/Learning Center; University of Vermont; Burlington, VT 05405-0384; 802-656-4200 (Phone); 802-656-0812 (Fax); living.learning@uvm.edu

Description: The Living/Learning Center at the University of Vermont is an academic resource which allows students to create an environment in which they can integrate their academic or artistic and residential experiences and also provides a venue for faculty/student interaction

outside the classroom. For the 1999-2000 academic year, there are 30 to 40 programs, each of which is a year-long plan of coursework, independent study, seminars, field trips, and other special activities supporting a specific program theme. Programs are designed and directed by students, staff or faculty and reflect the educational interests of program leaders and participants. The Center also provides a computer lab, reading room, pottery cooperative, and other amenities for student use. Current Living/Learning Center programs include "Art of Photography," "Chinese House," "Collegiate 4-H," and "Emergency Medicine." The Center supports diversity programs, including "A Room of Our Own" for gay, lesbian, bisexual, and transgendered students, and ALANA for students of color and their allies. Approximately half of all Living/Learning Center participants are first-year students, and all programs reserve space for them.

Program Title: Minority Mentor Program, Claremont Graduate University

Contact Information: J.W. Wiley, Assistant Dean of Academic Affairs; Claremont Graduate University 150 E. Tenth Street; Claremont, CA 91711-6160; 909-621-8577; j.w.wiley@cgu.edu

Description: Since 1994, the Minority Mentor Program at Claremont Graduate University has helped over 400 historically unrepresented and underrepresented students make the transition into graduate school. Newly enrolled minority students are paired with volunteer second- and third-year students of the same academic program, gender, or ethnic/racial background. The mentors provide information on coursework, academic resources, and advice on local recreational choices. The mentor is expected to phone the newly admitted student at least once a month to discuss problems and progress, but s/he is also encouraged to initiate face-to-face meetings as often as possible. The program schedules three or four social functions per school year which allow all the mentees and mentors to interact. An annual student research conference gives participants the chance to present their work to the campus and neighboring communities. Participants in the program provide feedback to the organizers to help improve operations. Some mentors also work with undergraduates in the McNair Scholars Program for first-generation college students, low-income or other groups interested in pursuing doctoral degrees.

Program Title: New Vision Program, University of New Orleans

Contact Information: Henrietta Williams, Director; New Vision Program; Office of Retention; University of New Orleans; New Orleans, LA 70148; 504-280-5564; www.uno.edu/%7Erete/vision.html

Description: As the largest (@16,000 student) public university in the city of New Orleans, the University of New Orleans serves a diverse population drawn primarily from state and regional high schools. In an effort to improve retention rates, the institution established the New Vision Program, which attempts to keep academically disadvantaged students in college. Eligible students are those who have gone from academic warning status to probation and still fail to meet academic requirements. Rather than drop the students for any length of time, the university adopted the New Vision Program, a contractual agreement that allows those students to continue their studies as long as they follow specific obligations. Under the program guidelines, students agree to three interventions: (1) negotiated new schedules with staff, to take into consideration academic ability, hours of employment, and other variables which affect performance, (2) enroll in a non-credit, weekly 50 minute Academic Orientation Seminar to learn good study habits and other basic college learning skills; and (3) spend at least four hours per month in academic pursuits in the library or Learning Resource Center. The Program also allows for some financial

flexibility, in order that students might continue on federal financial (Title IV) aid. Students return to regular status after successfully completing two New Vision semesters. To date, an average of 75 percent of program participants have remained eligible for classes by retaining a 2.0 or higher GPA. New Visions was named a 1999 Retention Excellence Award winner by Noel-Levitz.

Program Title: Project Pulse, University of Massachusetts at Amherst

Contact Information: Gary Malaney, Director; Project Pulse; 229 Whitmore Administrative Building; University of Massachusetts at Amherst; Amherst, MA 01003; 413-545-1390 (Phone); 413-545-1838 (Fax); malaney@stuaf.umass.edu

Description: Named in 1999 as an “Exemplary Program” by the National Association of Student Personnel Administrators, Project Pulse is a Gallup-style telephone polling operation conducted on a weekly basis under the direction of the office of Student Affairs, Research, Information, and Systems (SARIS). Since 1972, Project Pulse has gathered information from undergraduate students to assist administrators in formulating university policies affecting students. For each survey, interviewers call a random sample of approximately 400 students and question them on a particular topic. Information is then distributed throughout the campus community; surveys since fall 1995 are available for viewing by anyone on the SARIS website.

For example, Project Pulse has administered a First-Semester Freshman Survey to determine student satisfaction with early experiences at the university, one to determine satisfaction with general education and perceived knowledge gained as a result of enrollment in those courses, and one to learn why students did not return for their sophomore year. This is an excellent example of the use of survey sampling and information dissemination to improve student retention rates.

Program Title: SOAR, Georgia Southern University

Contact Information: SOAR Program; Office of New Student and Parent Programs; Rosenwald Building; P.O. Box 8096; Georgia Southern University; Statesboro, GA 30460-8096; 912-871-1987 (Phone); 912-871-1214 (Fax); Orientation@GaSoU.edu

Description: Georgia Southern’s Orientation, Advisement, and Registration (SOAR) program is a self-supporting, fee-based program which introduces new and transfer students and their parents to life at the campus. Participation is generally limited to the student and immediate family members. SOAR Team Leaders lead small group sessions for new freshmen, transfer students, and parents; assist in the organization and preparation of orientation activities; acquaint new students with campus services and activities; facilitate group and individual discussion with parents; assist with advisement and registration; and participate in the planning and implementation of Welcome Week functions. These are paid positions, and students are expected to live in Statesboro during the Summer Session. Parents are also given the opportunity to discuss Georgia State University with faculty and administrators during these sessions.

Program Title: University 101, University of South Carolina

Contact Information: National Resource Center for the First-Year Experience and Students in Transition; 1629 Pendleton Street; Columbia, SC 29208; 803-777-6029 (Phone); 803-777-5405 (Fax); fyeconf@gwm.sc.edu

Description: First introduced in 1972, University 101 stresses the central goals and purposes of

The First-Year Experience (based at the University of South Carolina): to “maximize the student’s potential to achieve academic success and adjust responsibly to the individual and interpersonal challenges presented by collegiate life.” Open to freshmen and other first-semester transfer students, University 101 is categorized as a “special academic opportunity” which provides a three-credit hour, letter-graded, elective seminar course; certain student populations, such as Business Administration and Engineering majors, are required to enroll by their curriculum. Seminars are taught in groups of 20 to 25 students by faculty members and administrative personnel; many instructors are paired with Undergraduate Peer Leaders (juniors and seniors with demonstrated leadership ability) and/or Graduate Center and Computer Center, introduction to the library and research methodology, presentations on “Sex and the College Student”, alcohol and drug education, assertiveness and involvement workshops, a visit to the Student Organization Fair, journal and report writing, oral communication, critical thinking skills seminars, diversity and multicultural awareness training, academic integrity discussions, and 10 hours of community service. All students also receive an e-mail address and access to computer, with training in surfing the Internet, research skills, and word processing. Students are required to purchase “Transitions”, the University 101 student handbook.

APPENDIX 4
Uniform Recruitment and Retention Strategy
GLOSSARY OF TERMS

Action Plans are detailed methods on how to implement specific strategies. Task specifications include staff assignments, resource allocation, and schedules for completion. Action plans separate strategies into manageable parts for coordinated implementation of goals and objectives. Action plans also specify detailed cost and expenditure information.

Assessment is an effort to gather, analyze and interpret evidence which describes institutional effectiveness.

Benchmark is a quantifiable standard against which achievement of a goal, objective or strategy can be measured. It is also a tool for gauging "added value" performance that benefits the customer or improves progress toward increased productivity and strategic efficiency.

Benchmarking Process is a method of identifying, analyzing and emulating the standards and best practices that achieve a high degree of productivity or innovative success in program and service changes.

Evaluation is an effort to assess results to make appropriate improvements in institutional effectiveness.

External/Internal Assessment is a quantitative and qualitative evaluation of factors that influence an institution's success.

Institutional Goals are the institution's stated intentions. They are qualitative and quantifiable. Goals should stretch and challenge, but should also be realistic and achievable.

Objectives are precise targets for specific action. They mark quantifiable steps toward achieving an institution's mission and goals. Objectives are ranked by importance and are measurable, time-based statements of intent.

Outcome Measures are indicators of the actual impact or effect upon a stated condition or problem. They are tools to assess the effectiveness of an institution's performance and the public benefit derived from it. An outcome measure is typically expressed as a percentage, rate, or ratio.

Output Measures are tools, or indicators, which are used to track performance of the institution in implementing its strategies and to evaluate the efficiency of the strategic plan.

Strategies are specific courses of action that will be undertaken to accomplish goals and objectives. Formulated from goals and objectives, a strategy is the means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources.

**Uniform Recruitment and Retention Strategy
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