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## Retaining Students in College Programs

### A Never-Ending Paper

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The purpose of this open-ended paper is to summarize reports, programs, and practices concerning retaining and graduating students from higher education and preservice preparation programs in general education, special education, and related services. As this paper expands, we hope that readers may use it: (a) to acquire ideas for initiating or improving their own practices; (b) to review cited literature in its entirety; and/or (c) to contact individuals who have developed programs or practices that are of interest. Where evidence of effectiveness is available, this is included in the summaries; otherwise, readers should inquire about the results of programs and otherwise determine their usefulness to their own contexts.

This paper will be continually updated and expanded by Alliance 2000 staff members and their partners, and by personnel in college and university programs who work with the Alliance 2000 Project.

## **Table of Contents: Retaining Students**

Issues and General Recommendations .....	3
* Promoting Fair College Outcomes: A Study .....	4
Retaining Students in College .....	10
* National Retention Project: American Association of State Colleges and Universities .....	10
* Center for Ethnic Student Affairs: University of Utah .....	11
* Supplemental Instruction Model .....	12
* Promoting Diversity at Hunter College/CUNY .....	14
Retaining Students in Training for Education and Allied Health Careers .....	16
* Culturally Diverse Teacher Preparation Program: Medgar Evers College ...	16
* Retention Practices in Three Communication Disorders Programs .....	17
* Profiles of Successful Candidates .....	19
* Teacher Retention Project: San Diego State University .....	19
* Indians into Medicine (INMED) .....	20
Video Resources .....	22
* Ford Foundation Minority Teacher Education Consortia: Student Discussion .....	22
* Video-Based Supplemental Instruction .....	22

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### Issues and General Recommendations

The need to consider cultural differences in designing recruitment and retention programs may be more crucial at the level of career choice and entry into specific training than at any other point. Kelly (1988) has described issues involved in retaining students from historically under-represented groups as they proceed through higher education, and classifies variables surrounding these issues as structural, interpersonal, and psychological.

Among the factors emerging from studies reviewed by Kelly are: value and cultural conflicts, alienation, individual and institutional racism, cultural deprivation, and the exacerbation of cultural differentness and separation due to the absence of middle class values among students from disadvantaged backgrounds. To these issues might be added the lack of preparedness among some students from under-represented groups due to the quality of public education they have received (Bates, 1990) and financial stresses.

A variety of strategies are used on college campuses to encourage such students to persist to graduation, including: increasing the number of faculty members from under-represented groups; the assignment of minority faculty and graduate students to serve as role models and mentors; development of minority student identification and outreach programs; supportive organizations and groups (Fox, 1991); peer support systems (Kysilka & Bell, 1992); a student services approach for development of leadership skills, specialized advisement, academic support, group meetings, and tutoring (Bents, Haugen, McKendall, & Slater, 1992); intensive faculty involvement; attention to social and academic climate (Richardson, 1991); cluster and cohort formats; cooperation between two-year and four-year institutions (Rendon & Nora, 1994).

These approaches, however, have not eliminated race/ethnicity as a factor in student retention, and de los Santos and Rigual (1994) recommend viewing the issue in two new ways. "The first approach should be on achievement. That is, emphasis has to be placed not only on the number of students who enroll, but, more important, on the number who graduate -- a question, then, of not just access, but also success. This success must extend beyond the associate and bachelor's degrees and concentrate on achievements at the master's, first professional, and doctoral levels. The problem of low minority participation in higher education should also be defined by quantifying objectives" (p. 191) in terms of expectations that minority graduation rates should be comparable to the graduation rates of other students.

Bates P. (1990, September). Desegregation: Can we get there from here? *Phi Delta Kappan*, 72(1), 8-17.

Bents, M., Haugen, C. McKendall, V., & Slater, S. (1992). A student services approach to recruiting and retaining minorities in teacher education. In E. Middleton, E. Mason, F. Bickel, D. Jones, & R. Gaskins. *The 21st century: A futuristic look at minority recruitment and retention in teacher education programs: Proceedings of the Sixth National Conference*. Lexington, KY: University of Kentucky.

- de los Santos, A., Jr., & Rigual, A. (1994). Progress of Hispanics in American higher education. In M. J. Justiz, R. Wilson, & L. G. Bjork. *Minorities in higher education*. Phoenix, AZ: Oryx Press \*part of the American Council of Education Series on Higher Education)
- Fox, L. (1991). Recruitment and retention of minority graduate students. In E. J. Middleton, F. Bickel, H. Barnard, E. J. Mason, & R. P. Fons (Eds.). *The impact of nationwide school reform on the recruitment and retention of minorities: Proceedings of the Fifth National Conference*. Lexington, KY: University of Kentucky.
- Kelly, E. (1988). Overview of minority recruitment and retention. In E. J. Middleton & E. J. Mason. (Eds). *Recruitment and retention of minority students in teacher education*. Washington, DC: American Association of Colleges for Teacher education.
- Rendon, L. I., & Nora, A. (1994). Clearing the pathway: Improving opportunities for minority students to transfer. In M. Justiz, R. Wilson, & L. G. Bjork. (Eds). *Minorities in higher education*. Phoenix, AZ: Oryx Press. (Part of the American Council on Education's Series on Higher Education)
- Richardson, R. C., Jr. (1991, April 7). Targeting minorities for college. *The Washington Post Education Review*, 4-5.

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### **Promoting Fair College Outcomes: A Study**

In this federally funded study, the former National Center for Postsecondary Governance and Finance at Arizona State University carried out case studies of ten public colleges and universities with good records for graduating African Americans, Hispanics or American Indians: Brooklyn College, California State University-Dominguez Hills, Florida International University, Florida State University, Memphis State University, Temple University, the University of California at Los Angeles, the University of New Mexico, the University of Texas at El Paso, and Wayne State University. Each institution and its state setting was investigated to identify its approaches for improving participation and graduation by under-represented populations. The results produced eight testable propositions about the actions required from state governments and colleges and universities to produce fairer outcomes:

"1. Policy decisions of the 1960s encouraged colleges and universities to choose between diversity and quality. Achieving fair outcomes will require all institutions to pursue both" (p. 1).

"2. Fair outcomes for public systems of higher education should be defined as proportional representation and comparable graduation for all racial and ethnic groups. State and institutional progress toward these goals can be estimated using data collected by the National Center for Education Statistics.

"3. Institutions move sequentially through a three-stage process in adapting to student diversity. In the first, barriers to participation are reduced, leading to higher attrition rates for new student populations.

" 4. In the second stage, institutions develop strategic interventions that improve student retention by helping new student populations cope with teaching and learning environments that assume a level of preparation they do not have. Completion rates remain low in the absence of faculty commitment to translating retention into graduation.

"5. In the third stage, faculty become involved in helping more diversely prepared students achieve academic success in all majors. Improvements in undergraduate education benefit all students, but have their most significant impact on under-represented populations who tend disproportionately to have the least comprehensive preparation" (p. 2).

"6. Institutional leaders guide the adaptation process to ensure systematic attention to comprehensive strategies for reducing barriers, helping students achieve, and involving faculty in improvements to the learning environment.

"7. State leaders create policy environments that support or impede institutional efforts to improve equity.

"8. The federal government defines national priorities and supports efforts to attain them in ways that enhance and acknowledge the paramount state responsibility for achieving fair outcomes" (p. 3).

To test these propositions, ten states were chosen relative to diversity in size, geographic region, and racial/ethnic populations (California, Florida, Illinois, Massachusetts, New Jersey, Ohio, New Mexico, South Carolina, Tennessee, and Texas). In each state, a survey was conducted by state coordinating boards, governing boards, system boards, and all of these states' 142 public four-year colleges and universities. Collectively, these states enrolled 39 percent of all American Indian college students, 42 percent of all African American students, and 72 percent of all Hispanic students. The survey instrument asked respondents "to report on the duration and intensity of 68 different practices and 36 state practices previously identified in the 10 case studies as contributing to high or improved participation and graduation rates for African American, Hispanic, and American Indian students" (p. 5). In analysis of responses, the 68 institutional practices were reduced to 16 clusters, and the 36 state practices were reduced to 5 clusters through factor analysis.

Results showed that "not all institutions contributed to the declines in participation and graduation rates so widely reported for African Americans and some Hispanic groups during the 1980s. Some institutions, including a significant number of predominantly Anglo colleges and universities, actually were getting substantially better results than they were in 1980" (p. 11). During that period, the more successful institutions used a set of strategies identified as a result of the study.

Institutional practices most strongly associated with high equity scores for enrollment or graduation among African Americans and Hispanics were as follows.

(EE=enrollment equity; GE=graduation equity; 1=high; 2=improved

AFRICAN AMERICAN STUDENTS	HISPANIC STUDENTS
<p><u>Recruitment</u></p> <ul style="list-style-type: none"> <li>• Concentrated efforts on schools with high African American enrollments. GE1</li> <li>• Current students as recruiters. GE1,2</li> <li>• Provided community college transf with accurate, timely advice. EE2, GE2</li> <li>• Waived undergraduate admission standards frequently. EE2, GE2</li> </ul>	<p><u>Recruitment</u></p> <ul style="list-style-type: none"> <li>• Provided community college transfers with accurate, timely advice. EE2, GE2</li> <li>• Waived undergraduate admission standards frequently. GE2</li> </ul>

<u>AFRICAN AMERICAN STUDENTS</u>	<u>HISPANIC STUDENTS</u>
<p><u>Financial Aid Resources</u></p> <ul style="list-style-type: none"> <li>• Proportional share of merit scholarships to African Americans. EE1</li> </ul>	<p><u>Financial Aid Resources</u></p> <ul style="list-style-type: none"> <li>• Workshops in high schools for Hispanic students and parents. GE1</li> <li>• Helped prospective students fill out financial aid forms. GE1</li> <li>• Used institutional resources to fund students. GE2</li> </ul>
<p><u>Serving Employed Adults</u></p> <ul style="list-style-type: none"> <li>• Recruited through personnel and training offices of employers. GE1,2</li> </ul>	<p><u>Serving Employed Adults</u></p> <ul style="list-style-type: none"> <li>• Developed concurrent or cross-registration agreement with an institution enrolling more Hispanic students. EE1, GE1</li> <li>• Scheduled classes so degrees could be earned through evening classes. EE1</li> </ul>
<p><u>Providing Open Admissions</u></p> <ul style="list-style-type: none"> <li>• Required only GPA or class rank for prescribed distribution of courses. EE1,2</li> <li>• Admission to institution of choice is also admission to major of choice. EE2</li> </ul>	<p><u>Providing Open Admissions</u></p> <ul style="list-style-type: none"> <li>• Open admissions to one or more divisions. EE1</li> </ul>
<p><u>Outreach to Public Schools</u></p> <ul style="list-style-type: none"> <li>• Outreach, instruction, advising, summer enrichment through a professional program. EE1</li> </ul>	<p><u>Outreach to Public Schools</u></p> <ul style="list-style-type: none"> <li>• Outreach, instruction, advising, summer enrichment through a professional program. GE1,2</li> <li>• Collaborated with high schools to strengthen college readiness of promising students. GE2</li> </ul>

<u>AFRICAN AMERICAN STUDENTS</u>	<u>HISPANIC STUDENTS</u>
<p><u>Transition from HS to College</u></p> <ul style="list-style-type: none"> <li>• Advised new students into specific course sections for networking and mutual assistance. GE2</li> <li>• Emphasized cultural sensitivity in an orientation program. GE1</li> <li>• African Americans received priority in residence hall assignments. EE2</li> </ul>	<p><u>Transition from HS to College</u></p> <ul style="list-style-type: none"> <li>• Hispanic students received priority in residence hall assignments. GE1</li> <li>• Special access program for low-income first generation students not eligible for regular admission. EE2</li> <li>• Hispanic special orientation "piggy backed" on regular orientation. GE1,2</li> <li>• Summer bridge program to introduce new students to institution. GE2</li> </ul>
<p><u>Academic and Social Climate</u></p> <ul style="list-style-type: none"> <li>• Intrusive advising and mentors for at least the first year. GE2</li> <li>• Emphasized achievements and contributions of African Americans in institutional publications. GE1,2</li> <li>• Celebrated cultural diversity through social and educational organizations. EE1</li> </ul>	<p><u>Academic and Social Climate</u></p> <ul style="list-style-type: none"> <li>• Intrusive advising and mentors for at least the first year. GE2</li> <li>• Emphasized achievements and contributions of Hispanics in institutional publications. GE2</li> <li>• Provided students in danger of failing with timely advising and assistance. GE1,2</li> </ul>
<p><u>Academic Support</u></p> <ul style="list-style-type: none"> <li>• Taught study skills note taking, test preparation to all as needed GE2</li> </ul>	<p><u>Academic Support</u></p> <ul style="list-style-type: none"> <li>• No items noted.</li> </ul>
<p><u>Student Assessment and Developmental Assistance</u></p> <ul style="list-style-type: none"> <li>• Required students in entry classes to have needed academic skills. EE2</li> <li>• Required academic skills proficiency as prerequisite to junior status. EE1</li> <li>• Academic advising, tutoring, instruction in basic skills. EE1</li> </ul>	<p><u>Student Assessment and Developmental Assistance</u></p> <ul style="list-style-type: none"> <li>• Required students in entry classes to have needed academic skills. EE2</li> <li>• Required academic skills proficiency as prerequisite to junior status. EE1</li> <li>• Offered beginning course sections with extra hours of classroom instruction supplemented by tutoring &amp; learning laboratories. GE1</li> </ul>

<u>AFRICAN AMERICAN STUDENTS</u>	<u>HISPANIC STUDENTS</u>
<p data-bbox="142 163 748 199"><u>Cultural Diversity in the Educational Program</u></p> <ul data-bbox="191 205 786 373" style="list-style-type: none"> <li data-bbox="191 205 786 268">• Paid internships with faculty members conducting research. GE1</li> <li data-bbox="191 275 786 373">• Required all students to take one course on sensitivity to minority cultures. EE1</li> </ul>	<p data-bbox="824 163 1430 199"><u>Cultural Diversity in the Educational Program</u></p> <ul data-bbox="873 275 1386 373" style="list-style-type: none"> <li data-bbox="873 275 1386 373">• Required all students to take one course on sensitivity to minority cultures. EE1,2</li> </ul>
<p data-bbox="142 451 516 487"><u>Administrative Commitment</u></p> <ul data-bbox="191 493 760 688" style="list-style-type: none"> <li data-bbox="191 493 760 583">• Recruiting/ graduating more African Americans was one of three top priorities. EE2, GE1</li> <li data-bbox="191 590 760 688">• African Americans held visible and influential leadership positions. EE1, GE1</li> </ul>	<p data-bbox="824 451 1198 487"><u>Administrative Commitment</u></p> <ul data-bbox="873 493 1149 520" style="list-style-type: none"> <li data-bbox="873 493 1149 520">• No items noted.</li> </ul>
<p data-bbox="142 766 565 802"><u>Strategic Planning/Coordination</u></p> <ul data-bbox="191 808 797 1213" style="list-style-type: none"> <li data-bbox="191 808 797 898">• Required goals and action plans for hiring more African American staff. EE2, GE1</li> <li data-bbox="191 905 797 995">• Required goals and action plans for enrolling and graduating more African Americans. EE2, GE1</li> <li data-bbox="191 1001 797 1092">• Used unrestricted dollars to increase enrollment and graduation rates for African Americans. GE1</li> <li data-bbox="191 1098 797 1213">• Assigned responsibilities for all African American initiatives to a single administrator. EE2</li> </ul>	<p data-bbox="824 766 1247 802"><u>Strategic Planning/Coordination</u></p> <ul data-bbox="873 871 1474 1360" style="list-style-type: none"> <li data-bbox="873 871 1474 961">• Required goals and action plans for enrolling and graduating more Hispanics. GE1</li> <li data-bbox="873 968 1474 1058">• Used unrestricted dollars to increase enrollment and graduation rates for Hispanics. GE1</li> <li data-bbox="873 1213 1474 1283">• Resource allocation tied to the strategic planning process. GE1</li> <li data-bbox="873 1289 1474 1360">• Cultural awareness sessions for administrators, faculty, staff. GE1</li> </ul>
<p data-bbox="142 1432 337 1467"><u>Staff Diversity</u></p> <ul data-bbox="191 1474 792 1606" style="list-style-type: none"> <li data-bbox="191 1474 792 1606">• Faculty jointly appointed by an African American research center and academic depts; faculty vacancies revert to the center. EE2, GE1,2</li> </ul>	<p data-bbox="824 1432 1019 1467"><u>Staff Diversity</u></p> <ul data-bbox="873 1606 1479 1852" style="list-style-type: none"> <li data-bbox="873 1606 1479 1738">• Recruited new Hispanic faculty through enriched salaries, moving expenses, and released time for research. GE1</li> <li data-bbox="873 1745 1479 1852">• Used targeted dissertation and post doctoral fellowships to expand the pool of potential Hispanic faculty. GE1</li> </ul>

<p><u>Faculty Incentives and Support</u></p> <ul style="list-style-type: none"> <li>• No items noted.</li> </ul>	<p><u>Faculty Incentives and Support</u></p> <ul style="list-style-type: none"> <li>• Encouraged faculty to develop strategies for improving student achievement with grants and released time. GE1</li> <li>• Provided mentors to untenured Hispanic faculty members to help them achieve tenure. GE1,2</li> </ul>
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Contact: Richard C. Richardson, Jr., Professor of Educational Leadership and Policy Studies, Arizona State University, Tempe, AZ 85287.

Richardson, R. C., Jr. (1991, January). *Promoting fair college outcomes: Learning from the experiences of the past decade*. Denver, CO: Education Commission of the States.

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## Retaining Students in College

### National Retention Project: American Association of State Colleges and Universities (AASCU)

The AASCU National Retention Project is identifying model programs on college and university campuses across the United States. "The project encourages the participation of top administrators to ensure the programs are institutional priorities. Each model institution is required to send a team of administrators and staff, with its president as the leader, to a regional conference each spring. Only those schools that identify retention as a presidential priority are selected" (p. 23). More than 38 institutions participated in the 1994 conference. Among the retention programs of participants in this network are the following:

- "At Towson State University (in Maryland), newly admitted minority students receive extensive academic advising and career planning services. The university's Community Enrichment and Enhancement Program (CEEP) gives scholarships to students of color who agree to participate in campus activities and write about their own experiences" (p. 25).
- "The University of North Florida has created several support groups for minority students, including a mentor program to help them adjust to college, the Black Men's Focus Group, a peer tutoring service, and a program to increase minority teaching candidates" (p. 25).
- "Portland State University has started a program to identify and offer more support to minority students interested in teaching. The development of minority student groups and a new multicultural center all have contributed to a more diverse campus" (p. 25).
- "Ball State's University College now requires all first-year students to use its services. It features a learning center for remedial services, academic advising, and special services for students at risk of dropping out. The program also works to improve teaching through faculty orientations, professional development seminars, a resource center, and mentoring" (p. 25).

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### **Center for Ethnic Student Affairs: University of Utah**

The University of Utah offers degrees at the undergraduate and graduate levels to prepare students for a broad range of careers, including education and health services. Special programs supplement the traditional academic curriculum to provide students from various academic, cultural, racial, and economic backgrounds with the fullest appreciation of the University's educational experience. The University's Center for Ethnic Student Affairs works to assure that ethnic minority students and educationally disadvantaged students have complete access to a successful university education, and a major focus of this effort is the retention of students. The Center's services include:

- **Academic planning:** Assistance in developing an individualized program to increase basic academic skills, fulfill literal education requirements, and complete a chosen major.
- **Scheduling:** Quarterly assistance in selecting courses and designing a balanced course load.
- **Exploration:** Individualized assistance in identifying personal interests, talents, and skills, then choosing an academic major.
- **Counseling:** Professional help with personal problems and the promotion of personal growth.
- **Management:** Assistance in time scheduling to ensure that academic work is accomplished while allowing time for personal activities.
- **Surcharge waiver:** Payment of fees for tutoring services and preparatory classes for educationally disadvantaged students.
- **Classes:** Special sections of credit classes in career and life planning, enrichment courses, and learning skills.
- **Coordination:** Working with campus agencies and graduate programs to ensure that students benefit from all University opportunities.
- **Organizations:** Headquartering ethnic student organizations – an Asian American Student Association, Black Student Union, Chicano Student Association, and Red American Student Association.

The University also offers an Ethnic Studies Program, which provides an investigation and appreciation of ethnic cultures. Interdisciplinary courses which explore the heritage of minority cultural groups in the United States are offered to all University students. In addition, the Ethnic Minority Student Health Science Center assists and encourages students who seek careers in medicine, pharmacy, nursing, or health. The Center sponsors support

programs and coordinates activities of the Health Science Student Organization, through which students help each other to meet personal and academic challenges. Finally, the Educational Opportunity Program Special Services Project provides special academic and financial aid, counseling, workshops, typing and proofreading services, tutoring, testing, and classes in five basic skills. Students from low-income, culturally different, or educationally deprived backgrounds, as well as those who have disabilities or limited English proficiency, are eligible to participate.

Contact: Center for Ethnic Student Affairs, Olpin Union, University of Utah, Salt Lake City, UT 84812; 801/581-8151.

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### **Supplemental Instruction Model**

Supplemental Instruction (SI) is a non-remedial, institution-wide approach to retention. Developed by Deanna C. Martin at the University of Missouri at Kansas City in 1973, SI is an academic assistance program that increases student performance and retention. The SI program targets traditionally difficult academic courses -- those that have a high percentage rate of D or F grades and withdrawals -- and provides regularly scheduled, out-of-class, peer facilitated sessions. SI does not identify high-risk students; rather, it identifies high-risk courses.

The SI leaders are the key people in the program, presented as model "students of the subject." As such, they present an appropriate model of thinking, organization, and mastery of the discipline. All SI leaders take part in an intensive two-day training session before the beginning of the academic term. This training covers such topics as how students learn, as well as instructional strategies aimed at strengthening student academic performance. SI leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50-minute SI sessions each week.

The SI session integrates how-to-learn with what-to-learn. Students who attend the SI session discover appropriate application of study strategies as they review content material, e.g., note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation. Students have the opportunity to become actively involved in the course material as the SI leaders use the text, supplementary readings, and lecture notes as vehicles for learning skill instruction. Sessions normally occur in or near the course classroom, instead of in a learning center. The sessions are attended on a voluntary basis; no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, it is not viewed as remedial.

The SI supervisor, on on-site professional staff person, implements and supervises the SI program and SI leaders. This person is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring the quality of the SI session, evaluating the program and reporting results to campus administrators.

SI students earn higher course grades and withdraw less often than non-SI participants. Data also demonstrate higher re-enrollment and graduation rates.

In courses where SI was offered, minority students participated in SI sessions at rates equal to or higher than non-minority students. Figures below indicate percentages from the enrollment of represented ethnicities (e.g., 50.9 percent of all Hispanic Americans enrolled in courses with SI chose to attend SI):

- European American: 33.8 percent
- Hispanic American: 50.9 percent
- American Indian: 42.9 percent
- African American: 42.0 percent
- Asian American: 33.3 percent

Faculty and staff from nearly 500 institutions in the United States and abroad have been training to implement SI, and programs from the field report similar results. This model has been approved for national dissemination by the Program Effectiveness Panel of the U.S. Department of Education; is adaptable on a variety of campuses; and is compatible with existing academic support programs, such as learning and tutoring centers, Student Support Services, and Title III and Title IV programs. A minimum of one full-time professional staff member is needed to maintain the SI program on campus.

Contact: Deanne C. Martin, Ph.D., International Director, Supplemental Instruction, SASS Building, Room 210, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, MO 64110-2499; 816/235-1166; Fax: 816/235-5156.

Also see: Video-Based Supplemental Instruction, under "Video Resources."

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### **Promoting Diversity at Hunter College**

Hunter College has the largest enrollment of any campus of the City University of New York (CUNY) -- 14,300 undergraduate students and 4,600 graduate students. Students from historically under-represented racial/ethnic groups make up more than half of the Hunter College undergraduate population: 24 percent are African American, 22 percent are of Hispanic origin, 13 percent are Asian or Pacific Islander students, 0.5 percent are American Indian or Alaska Natives, and 41 percent are white. Approximately 38 percent of Hunter's students are over age 25, and are returning students or students who did not have the opportunity to go to college when they were younger. Most students work while attending college; 54 percent attend part time. The largest graduate enrollments are in education and social work and, every year, Hunter graduates the largest cohort of new teachers in the New York City area.

The college has undertaken a number of initiatives to promote diversity on the campus, and these efforts influence the institution's ability to attract and retain students from historically under-represented groups.

- Diversity curriculum. In early 1993, the Trustees of CUNY approved a 12-credit pluralism and diversity curriculum requirement for Hunter College, which had already been passed by the Student Senate. Under the new requirement, every incoming Hunter student will complete one 3-credit course from each of four areas before graduating: (a) the study of non-European cultures and their political and economic

systems, especially those of Africa, Asia, or those indigenous to the Americas; (b) perspectives and contributions of one or more of the following groups in the United States: African Americans, Asian Americans, Latino Americans, and American Indians; (c) a course that focuses on the perspectives and concerns of women and/or issues of gender or sexual orientation; and (d) a course on major artistic, literary, practical or theoretical issues reflected in the intellectual traditions of, or derived from, Europe.

- Co-curricular programs to encourage pluralism. Hunter has developed a variety of initiatives to break down barriers between ethnic groups and sexes, including:
  - The Peer and Faculty Mentoring Program which pairs entering freshmen with faculty and staff mentors from diverse backgrounds and provides a variety of opportunities for personal exchange.

The establishment of two groups to work within the college community on problems and issues that may arise on campus: the Commission on College Climate, which has held open hearings to encourage dialogue, and the Panel on Sexual Harassment, whose goal is to educate and sensitize the entire college on issues relating to sexual harassment.

- Opportunities for enhancing curricular development in multicultural education. In April 1990, Hunter created a five-year \$250,000 Pluralism and Diversity Fund to support faculty, staff, and students in developing a more pluralistic educational environment. The fund supports lectures, faculty scholarship, and workshops on multicultural teaching and learning across disciplines.
- Expanding the pool of women and minorities in certain professions, including:
  - The establishment of a College Minority Graduate School Student Enhancement Committee;
  - Two programs to train and support minority students to pursue advanced science careers: the Minority Access to Research Careers program, and the Minority Biomedical Research Support program;
  - The Mellon Undergraduate Minority Fellowship, which provides stipends, mentoring, and research opportunities to students who aspire to academic careers in traditional humanities; and
  - The Minority Undergraduate Summer Research program, which gives Hunter students the opportunity to conduct summer research at Cornell, Brown, Princeton, and Columbia Universities.
- Appointing distinguished professors and administrators of diverse backgrounds to key positions. More than any other campus in the CUNY system, Hunter College has appointed distinguished minority individuals and women to key positions.
- Recognition of men and women of exceptional diversity and talent. The college has been deliberate in its efforts to recognize and honor people with diverse and accomplished backgrounds.

Contact: Maria Terrone, Hunter College of the City University of New York, 695 Park Avenue, New York, NY 10021; 212/772-4068.

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## **Retaining Students in Training for Education And Allied Health Careers**

### **Culturally Diverse Teacher Preparation Program: Medgar Evers College**

This program prepares trainees for dual New York State certification to teach students with disabilities, as well as general elementary education. Through a federally funded project, financial, academic, psychosocial support, and professional development are provided to ensure that trainees are able to complete the program successfully.

Individualized and small group tutoring are task-specific to individual strengths and weaknesses, while supporting coursework. The cohort of trainees are taught how to support each other through group activities that include peer coaching and mentoring. During the first two years, when students are completing the liberal arts curriculum, tutors serve as mentors. Teacher mentorships begin in the third year when trainees begin the teacher preparation component of their course of study. Counseling provides cohesive approaches that meet academic and personal issues which influence academic success. Full tuition, books, materials, and child care are also provided; these are vital since all trainees are commuter students, and many are parents who hold full-time jobs during training.

Upon program admission, for each student an individually administered criterion referenced and performance-based assessment battery is used to establish proficiency levels in basic skills: mathematics, language arts, and study skills. Performance results are used for self-analysis and monitoring strengths and weaknesses. Additionally, a learning styles inventory is used to aid self-regulating behaviors, as a vehicle for counseling and advisement, and to guide ameliorative activities. It is expected that students will develop self-regulating skills that lead to professional success.

A data management system creates symmetry between the degree requirements and individualized course of study. Each student's course of study is monitored each semester to ensure full adherence to degree requirements. This system promotes full alignment of embedded skills and knowledge within the course of study and the recently revised State certification requirements. The data management system also includes analysis of academic and psycho-social variables using quantitative and qualitative measures. The analysis provides a profile of abilities within the prerequisite skills needed for academic performance: basic skills in mathematics, reading, comprehension, writing skills, study skills, and learning styles. The profile is used to guide academic support activities.

A work area is allocated for activities that instill pre-professional skills, such as tutoring, peer coaching, collegial exchange, and mentoring. The center is stocked with primary texts and materials used in the first and second years of coursework. Trainees also benefit from a collaborative relationship with neighboring school districts through the District Administrators of Special Education and the Special Education Teacher Resource Centers. Third and fourth-year students have access to curriculum guides and teacher-related materials; a video viewer for examining best and promising practices and school sites and to evaluate performance during student teaching; word processors; electronic access to reference

materials such as ERIC; and a calendar of activities and workshops projected for the school year.

Contact: Pauline F. Bynoe, Culturally Diverse Teacher Preparation Program, Medgar Evers College of the City University of New York, 1650 Bedford Avenue, Brooklyn, NY 11225; 718/270-5094; Fax: 718/270-4915.

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### **Retention Practices in Three Communications Disorders Programs**

On finding that applicants for graduate study in Speech Pathology were increasingly non-minority individuals, faculty members at **the University of the District of Columbia's Department of Communication Sciences and Disorders** developed a program to recruit and retain greater numbers of graduate students from historically under-represented racial/ethnic groups. A slide show, information package, and faculty presentations are targeted to recruiting these individuals.

Strategies for retaining students in the Speech Pathology program include a bi-weekly study skills session for those who desire to participate. Faculty members from trainees' courses provide tutoring at these sessions, and there is also peer tutoring for both graduate and undergraduate students. At regularly scheduled seminars, guest speakers discuss their roles as Speech Pathologists in their particular settings. Each graduate student is assigned a faculty mentor to follow his or her progress through the program and act as a liaison between students and the teachers of their courses. The faculty members also act as tutors and help students with other issues, such as time management. Further, the Department provides a series of review courses to refresh trainees on course content in advance of taking the National Examination in Speech/Language Pathology. Students are reimbursed for the registration fee for this review course. In the program of study, new content on linguistically and culturally diverse populations has been infused into the training curriculum, and trainees participate in practice in a network of schools and hospitals which predominantly serve clients from under-represented racial/ethnic groups.

This program of activities has resulted in a 98 percent rate of retention among minority graduate students in Speech and Language Pathology at the University. Among fifteen students recruited during a recent federal grant period, 100 percent are currently working as Speech Pathologists. Eighty-five percent of graduates passed the National Examination in Speech/Language Pathology on their first attempt, and all of the remaining students passed the exam on their second attempt.

Contact: Wilhelmina Harp, Department of Communication Sciences and Disorders, University of the District of Columbia, Washington, DC 20008; 202/727-2608.

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**The Department of Communication Disorders at Southern Connecticut State University** has used several approaches to ensure that individuals from African American and Hispanic cultural groups remain in the personnel preparation program. Through a mentor program, students are involved in supportive relationships with role models. A work-study program encourages student involvement with faculty members, department staff, and university

resources. The Department of Communication Disorders also employs a part-time Hispanic clinical supervisor, two full-time African American faculty members, and a part-time African American clinical supervisor. Trainees from under-represented groups have also received tuition reimbursements (through federal grants), some of their living expenses, and tutorials.

Contact: Department of Communication Disorders, Southern Connecticut State University, New Haven, CT 06515.

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At **San Diego State University's Communications Disorders Department**, coursework and avenues of entry into the program have been modified in behalf of students from under-represented groups. Several courses have been developed for instruction in the Spanish language. The Department has also provided two sets of summer courses to prepare students for the next, more difficult level of training. To increase motivation and understanding of the goals of training, a series of workshops and pre-clinical and clinical experiences occur in community settings that enroll high percentages of pupils from historically under-represented racial/ethnic groups. Volunteer minority students serve as mentors for new trainees, and second-year graduate students are involved in tutoring undergraduates and first-year graduate students.

Contact: Department of Communication Disorders, San Diego State University, San Diego, CA 92182.

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### **Profiles of Successful Candidates**

The Center for Cross-Cultural Studies at the University of Alaska-Fairbanks operates a graduate teacher education program that prepares personnel to work in small, isolated village high schools whose cultural differences and remoteness are extremely challenging. This program has taken several steps to ensure trainee retention. One step is to select appropriate trainees in the first place. Toward this end, the Center has used factors taken from studies of effective rural Alaskan schools to develop a profile of personal characteristics most likely to be successful in these settings. Only 15 individuals are recruited into this program each year, and priority is given to Native Alaskans. Trainees move through the program together as a cohort, and many efforts are made to develop a strong, interdependent collegial relationship among the trainees.

Contact: Center for Cross-Cultural Studies, University of Alaska-Fairbanks, Fairbanks, AK 99712.

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### **Teacher Retention Project: San Diego State University**

Attrition occurs not only during progress through college, but also at graduation when some individuals do not enter the field for which they have been trained. Although the extent of this immediate attrition is undetermined, it is believed to have an impact on special education, particularly when graduates are qualified for both general education and special education assignments. Further, attrition is highest among new teachers. In recent years, therefore,

colleges and universities have increasingly been cooperating with public schools to provide follow-up assistance and continued training to their graduates in beginning teacher programs.

Originated in 1989-90, San Diego State University's Teacher Retention Project focused on a cadre of first-year teachers, of whom 64 percent were from historically under-represented groups and 71 percent had entered teaching after having changed from other careers. During the year, the new teachers participated in 90 hours of seminars and release-day workshops, which focused on: (a) understanding learners and their individual as well as culturally significant distinctions; (b) recognizing the importance of this understanding in developing and implementing both instruction and management effectively; (c) expanding and deepening content understanding as a strategy for improving teachers' curriculum knowledge; (d) expanding the new teachers' repertoire for instructional approaches and enriching their capability for adapting and adjusting approaches to varied learners and learning; (e) developing an analytical orientation toward professional practice. Teachers prepared case studies on their own classes, critiqued their own and others' approaches, and analyzed adaptations of curriculum.

The supports for these new teachers included a network of public school teachers and administrators and university faculty. Each new teacher was paired with a mentor teacher whose current assignment was similar to that of the new teacher. Five release days were given to the new teachers and their mentors to visit one another's classrooms and for activities involving development of curriculum, instruction, and materials. The project also provided new teachers with financial resources for purchasing instructional materials, attending conferences, and university course credit scholarships.

Contact: Ann Morey, Dean, College of Education, San Diego State University, San Diego, CA 92182; 619/265-6091.

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### **Indians into Medicine (INMED)**

Indians into Medicine is a multi-faceted assistance program serving American Indian students preparing for health careers. Located at the University of North Dakota's School of Medicine, INMED services include academic, financial, and personal support for American Indian college and professional students. The program was established out of concern for the underserved American Indian population on the 22 reservations in North Dakota, South Dakota, Montana, Wyoming, and Nebraska.

Summer enrichment programs are provided for junior high, high school, college and medical preparatory students. Although most summer junior high and high school students are selected from the primary five-state area, the program also provides assistance to American Indians and Alaska Native students nationally, at the undergraduate, pre-professional, and medical school levels.

Among the components of this program are the following:

- **A Summer Med Prep Program**, where individualized curricula are developed for each medical student to strengthen his or her medical science background and preparation for medical school.

- **A College Summer Institute**, which provides an opportunity for new students to become familiar with the University of North Dakota and the INMED support program.
- **A Learning Resource Center**, including study and tutoring spaces, reference texts, and audiovisual aids, where upperclassmen help underclassmen in working through academic problems.
- **An academically controlled environment**, in which INMED provides tutors for each student, on request. Each student whose grades fall below an acceptable level for his or her particular major is placed on probation within INMED, and individualized academic strengthening programs are incorporated to help each probationary student to meet his or her academic potential.
- **The INMED Student Organization**, which provides opportunities for social activities and discussion of student concerns.
- The Stan Guardipee Memorial **Student Loan Fund**, which provides emergency loans which are designed to help students through financial crises and keep them in school.
- Indian Health Care Improvement Act **Scholarships**, which are awarded to more than half of the full-time IN-MED students through the Indian Health Service in Rockville, Maryland.
- **A Post-Baccalaureate/Pre-Professional Program**, including workshops to assist graduates and upperclassmen who are preparing for the Medical College admissions test and the medical school application and interview process (with similar programs in pre-nursing and pre-allied health fields).

In its first fifteen years, INMED assisted 85 health professionals in completing their degrees, including 57 doctors of medicine. The program maintains close relationships with area tribes and national organizations. An All-Indian community-based board of directors develops program philosophies and priorities; board members are appointed by reservation tribal councils.

Contact: Nancy White Temple, College Coordinator, INMED Program, School of Medicine, University of North Dakota, 501 North Columbia Road, Grand Forks, ND 58201; 701/777-3037.

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## Video Resources

### Ford Foundation Minority Teacher Education Consortia: Student Discussion

In this 16-minute videotape, minority students discuss their experiences in teacher education programs that provide a support network and mentors, and that are achieving success in retaining and promoting students from under-represented groups who otherwise considered dropping out. Available for \$30 plus \$2.50 for shipping.

Contact: American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.

## **Video-Based Supplemental Instruction**

See the Supplemental Instruction Program under "Retaining Students in College."

Based on the Supplemental Instruction (SI) concept, Video-Based Supplemental Instruction (VSI) offers an alternative to remedial and developmental courses by pairing content-specific skill instruction with core curriculum required courses. Students enrolled in the VSI course are typically at-risk students, including: underprepared student athletes, probationary students, inner city high school students, and others who are college-bound but not college-ready. For these students, VSI offers an alternative to remedial and developmental courses through a more direct route to skill development, one that avoids labeling students as "remedial" or isolating them from mainstream curriculum.

In VSI, a professor of a traditionally difficult course places his or her course lectures on videotape. This taped lecture is used instructionally by a trained VSI facilitator and is stopped and restarted as needed to allow time for students to ask questions, interact, discuss concepts, and to take advantage of the "teachable moment." Typically students receive six semester hours of college credit for participating in the VSI course: three hours of regularly required course credit and three hours of skill instruction credit. The professor of the required course provides and grades tests and then assigns credit for the required course, maintaining the same rigorous standards of the regular lecture sections. Education faculty assign grades for the study skills credit. Training workshops are available for persons who wish to adopt VSI.

Contact: Deanne C. Martin, Ph.D., International Director, Supplemental Instruction, SASS Building, Room 210, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, MO 64110-2499; 816/235-1166; Fax: 816/235-5156.

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