COMPACT FOR THE GENERAL COLLEGE
FY 2003-2004

A. Introduction
The mission of the General College is two-fold: 1) to provide access to the University of Minnesota for students who demonstrate potential but who lack the qualifications usually required for admission to a research university; and 2) to advance research affecting those students’ success, including developmental and multicultural education, basic writing, learning assistance, disability studies, and the teaching of science, mathematics, writing, social sciences and humanities. Our major goals, both new and on-going, will focus our energies to fulfill our mission to the best of our abilities, challenging our students and ourselves.

The compact between the Executive Vice President and Provost and the Dean of the General College for 2003-04 includes the following:

B. Update – Major Long-Term Goals/Priorities from Previous Compacts

1. Maintain our role as a national leader in developmental education

Actions to date: The college continues its support of the Center for Research on Developmental Education and Urban Literacy (CRDEUL) by 1) hosting the third meeting with national leaders on future directions in developmental education in November 2002; 2) staff restructuring to better serve their growing national presence (see www.gen.umn.edu/research/crdeul/Default.htm); and 3) publication of their third monograph “Exploring Urban Literacy and Developmental Education”. Additional financial support (beyond that indicated below) supported projects that arose from the future directions meeting. Strategic faculty and staff hires were made in mathematics, humanities and social science areas to support the curricular and outreach mission of the college. The number of publications tied to the developmental education mission of GC and in the percentage of such publications as a function of total research output in the college continues to increase (see www.gen.umn.edu/research ).

New plans & initiatives:
1) General College will take a more active role in promoting collaboration between institutions of higher education in an effort to develop significant researchable and potentially fundable activities around six identified issues: teaching & learning in the sciences, assessment & evaluation, student learning & professional development, P-16 collaborations, national studies and dissemination & information. A series of questions and action plans were developed for each of the issues articulated above, emphasizing the need for identifying future funding opportunities and national, cross-institutional research collaboration. CRDEUL has been charged with following up with participants and to pursue relevant projects/partnerships at the regional and national level.

2) Another theme emerging from the future directions meeting pertained to diversity and multiculturalism. As a result of these conversations, a national initiative, titled Future Directions Multicultural Initiative (FDMI) was launched by CRDEUL. This project focuses on information dissemination, curricular transformation, and research. The Center will coordinate the work of national leaders who committed to action plans to centralize the work of multiculturalism in the field.

Financing Plan: In keeping with the multidisciplinary and multicultural initiatives developed by national leaders at the intentional meeting, the CRDEUL has undergone reorganization within the college and now reports directly to the Dean of the college. Financial support for CRDEUL comes from tuition revenue generated by the college. Funding for the Future Directions Multicultural Initiative (FDMI) was funded from unrestricted carryforward.

2. Maintain and improve the academic performance of GC students as measured by second-year retention and successful transfer to degree-granting colleges.

Actions to date: On both measures, data is available at www.gen.umn.edu/research/ore/. Recent years indicate positive trends on both measures. The retention to second fall term by GC Fall NHS Cohort has been at 76 percent for the fall 2000 cohort and 77.5% for the fall 2001 cohort. The two-year transfer rate for the 1996-2000 cohorts remains up or down from 50 percent. We continue to work to improve the rate of graduation for students who enter the University through General College. (See www.gen.umn.edu/research/ore/GTR_89-98.htm.) For additional GC student information see www.gen.umn.edu/research/ore/facirr. These data will continue to inform curriculum revision, student services, and matriculation decisions.
New plans & initiatives: We have set achievable benchmarks of second fall retention for fall 2003 at 75%; and two year transfer for fall 2002 at 50%. College retention data from Fall 1984-Fall 2003 shows a steady increase from 69.0% to 78.5% for returning freshman fall 2003 (see NHS Student Graduation/Retention Report). We expect this steady incremental gain to continue. Our enrollment increases represent a more urban, multicultural student population. This population has not persisted in the University at large as well as suburban, white students, for a variety of reasons. Our college is committed to assessment measures which will inform us in ways to better support our students’ successful retention and graduation.

Financing plan: Due to University-wide budget cuts, GC Student Services budgets were reduced by approximately 15% for fiscal year 2003-04. This priority, which raises our level of accountability, prevented further budget cuts. Funding for GC Student Services is provided by both O&M state appropriations and GC tuition.

3. Initiatives for Faculty Development.

Over the past six years, General College has hired 15 new faculty. We have invested time and resources into their orientation to the college and the University and the initiatives have been incorporated into our normal college operations. This goal has been completed.

4. Secure commitments of $3.95 million during the three years of the University’s Campaign Minnesota drive.

Actions completed:  
- Have successfully secured commitments of $3.1 million.  
- With College Alumni Society Chair in place, we have continued to build relationships with alumni of the college in order to attract resources for support.  
- Continuing marketing college mission and case for support.

Future actions & initiatives:  
- Successfully close major gifts for a total of $500,000 to complete the Hubbard Family Challenge of $1.5 million.

Financing plan: We will continue to fund the development office at current levels for the next two years from college resources. We will explore the possibility of raising additional private funds to offset some of the extended programmatic expenses associated with the work of the development office.

5. Continue to support faculty-led travel/study abroad experiences.

Actions completed: We continued our participation in the Bush Foundation curriculum integration grant by supporting four site visits by six advisers and faculty exploring new study abroad opportunities. Advisers are asked to offer study abroad information in their registration advising sessions with students. Our Transfer and Career Center has held information sessions for students interested in study abroad opportunities. Support will be provided for a new Study Abroad course in Mexico during Spring 2003.

Future actions & initiatives: The college has expanded scholarship support for GC students to take advantage of Study Abroad opportunities. Our goal is to support a minimum of 10 scholarships/year, while increasing our donor support for study abroad scholarships.

Financial plan: For the 2003-04 academic year, the College has committed $15,000 in study abroad scholarships funded from money raised during the capital campaign. A $7,500 matching fund is also available from the International Learning center. In addition, the Dean has committed a full scholarship for one student to participate in each of the following courses currently being proposed by General College faculty members: one to Florence, Italy, taught by Assoc. Prof. Laura Koch in the amount of $4,500 and one to Ireland taught by Prof. Jill Barnum in the amount of $3,400.

6. Implement a Certificate Program in Postsecondary Developmental Education with the College of Education and Human Development.

The Certificate Program in Postsecondary Developmental Education began fall 2002 as planned. Costs will be covered by shared tuition revenues. This goal is completed.

7. Personnel Issues

Our goal was to hire to maintain regular faculty size in the low to mid-30 range and to continue to improve the quality, focus and diversity of the faculty and staff.
**Actions completed:** The college hired five new tenure/tenure track faculty fall 2002 and one in January 2003, committed to the GC developmental education, pre-transfer mission. The open search format met its goal of specifically building gender balance in the faculty ranks: four of the hires are women, two are minority hires. All the hires will work to strengthen our leadership role in developmental education nationally.

**Future actions & initiatives:** The college will begin a search for 1-2 replacement science faculty, due to retirements. We will focus on attracting women and minority candidates. A hire date of fall 2004 is planned.

**Financing plan:** Planned retirements will finance replacement hires. Fiscal year 2002-03 marked the end of phased retirements for four faculty members. Two additional agreements will end in fiscal year 2003-04.

8. **Diversity, Outreach and Collaborations:**

General College is dedicated to initiatives that promote the principles of multiculturalism, encompassing outreach, diversity and institutional collaborations.

**College Demographics:**
Racial Diversity among students Fall 2003:
- African American 19.7%;
- American Indian 1.9%;
- Asian American 20.3%;
- Chicano/Latino 4.2%;
- Anglo 50.9% (3.0% unknown).

Racial diversity among our faculty and staff Fall 2003:
- Faculty 19.5% minority;
- P&A staff 17.6% minority;
- CS/BU 22.2% minority;
- Grad Assts 63.6% minority.

Gender diversity among students Fall 2003:
- Female 49.6%; Male 49.8%

Gender diversity among faculty and staff Fall 2003:
- Faculty 36.0% female, 64.0% male;
- P&A 72.5% female, 27.5% male;
- CS/BU 66.7% female, 33.3% male;
- Graduate assistants 66.7% female, 33.3% male.

Multiculturalism and outreach are tightly woven into the fabric of the developmental mission of the General College. The college actively supports and encourages all faculty, staff and students to enhance their understanding of and appreciation for life and work in a diverse world. The faculty are guided by course development principles that support and encourage the utilization of multicultural pedagogy, theory and practice alongside of developmental educational theories and practices in course and curriculum development. Service learning and community engagement also are strands that are imbedded in the pedagogical methodologies of the College and serve the purpose of strengthening its’ developmental fabric. Continuing the imperative of being a multicultural, developmental learning community emphasizing community engagement, the college will place emphasis upon the following programmatic elements in service of sustaining and broadening our diversity, outreach and social justice goals:

a. **Institutional Collaborations:**
The University of Minnesota has committed itself to working more closely with the MnSCU System on initiatives designed to improve access to public higher education in the metropolitan area for disadvantaged populations. A Steering Committee has been commissioned to identify opportunities where the two systems could share staff and pool institutional resources in support of programs that would better prepare potential students for college enrollment, retention and graduation.

The General College will play an important role in the Metro Ed Consortium by taking the lead on the developmental education initiative. The college will host two intentional meetings during spring semester 2004 for a regional conference planned for December 2004. Common developmental education needs, issues and interventions will be identified for students transitioning to higher education in the metro area.

Dean David Taylor and Assoc. Prof. David Ghere, with the Minneapolis and St. Paul school districts, are participating in a FIPSE grant to assist in the improvement of the teaching of American History.

b. **Diversity Initiatives & Programs:**
- The Future Directions Multicultural Initiative (FDMI), continuing work begun at the CRDEUL 2002 Future Directions Meeting, consists of three sets of activities which will help to place multiculturalism at the center of the field of developmental education: curricular transformation; research and publication; and information dissemination and political action.
- Continue to monitor and build on our affirmative action goals with respect to faculty and staff hires.
- Continue to develop and offer multicultural seminars, workshops and programs to students, faculty, and staff.
• Continue to develop opportunities for students, staff and faculty to participate in community engagement and service learning within our urban communities.
• Continue to develop urban K-12 outreach activities to promote enrollment of recent immigrants, student parents, students of color, students living in low socioeconomic status households, first-generation college students and other student populations historically underrepresented in higher education.
• Continue support for the national dissemination of the Multicultural Awareness Project for Institutional Transformation (MAP-IT) to measure institutional diversity principles for teaching and learning. This survey tool was distributed to all college faculty and staff. Results will be used to assess the diversity climate, college-sponsored professional development programs and promotional opportunities, as well as programmatic development.

Financing plan: These activities will continue to be funded from General College non-recurring funds as long as funds are available.

c. Outreach Initiatives and Programs:
• Dean David Taylor and Ezra Highland, GC teaching specialist, are members of the steering committee for Hennepin County Office of Planning in major research study of African American males between ages of 19-29 who reside in Hennepin County. GC articulates the opportunity the University presents to that distressed population at www.gen.umn.edu/research/crdeul/pdf_files/AA_Males_Who_Applies.pdf
• Collaborative support for Science CentrUM with K-12 schools and other University colleges in supporting excellent science education in Minnesota.
• Ando-Gikendaasowin (Seek to Know) American Indian Math and Science Summer Camps: provide leadership and scholarship support for summer camp on campus for American Indian ninth and tenth graders. www.gen.umn.edu/faculty_staff/bellcourt/aises/sponsors.htm
• Commanding English Programs: Post-secondary options program for high-potential second-language students continues at Edison and Roosevelt High Schools and has expanded to Washburn High School. www.gen.umn.edu/programs/ce/Default.htm
• Increased presence in the College in the Schools Program with a focus on urban high schools; the program expanded from one to seven sites for 2003-04.
• Partner with ACE Program: tutoring program for low-achieving African American males (grades 8-12) in Minneapolis Public Schools.
• Day Community Programs: Day treatment program for adolescents providing therapeutic, academic remediation, and experiential learning services: Day Treatment; City Quest; Pro-Teen; Henry Day Treatment; Echo Eliot Day Treatment; and the Experiential Learning Service Center. www1.umn.edu/elsc/profile/uday.html
• TRIO Programs: Upward Bound—college preparation program in North, South, and Edison High Schools for high potential, low income, first generation college-bound students; Student Support Services—a critical component of our college's long-term retention strategy, it provides tutoring and counseling, as well as a learning community, packaged courses and supplemental instruction to help students stay in college; McNair—research opportunity program for undergraduates to prepare for doctoral study. www.gen.umn.edu/programs/trio/Default.htm
• Student Parent HELP Center Programs: University-wide program located in General College to assist student parents' access, retention, and academic success through child-care grants, counseling, referrals, peer support, advocacy. www.gen.umn.edu/programs/help_center/
• African American Read-In: Leadership and support for community Read-In as well as college Read-In each February.
• Increased the number of students in courses with a service learning component, volunteering in over 15 different organizations within the metro area.

Financing plan: College will continue to support Science CentrUM ($10,000 for FY04) from non-recurring funds. The Math and Science Camp, the African American Read-In and the ACE Program receive both in-kind and cash support from the college from non-recurring funds. The TRIO programs are funded from Federal grants from the Department of Education. However, the college does support the Supplemental Instruction program along with approximately $125,000 in cost-share for Directors’ salary and fringe, travel and other non-allowable costs to grants toward the Upward Bound, Student Support Services, and McNair Scholar programs. The Day Community Program is a self-supporting program within the college whose
resources come from State agencies, city school districts and insurance companies in payment for mental health services. The college provides in-kind services to Day Community for technical support, human resources, payroll and financial services. Commanding English is supported from college tuition revenue.

C. New Long-Term Goals/Priorities

1. Development of a Training Center.

Thought has been given to developing new streams of revenue for the General College based upon expertise within the faculty and the need of the broader community for specific services. The college will explore the possibility of developing training seminars in the areas of Supplemental Instruction, Advising, and Teaching. These programs would be coordinated through the College of Continuing Education. The Executive Vice President and Provost believes there is excellent educational technology developed in the General College that should be transferred and encourages exploration of all possible avenues.

Financing Plan: In August 2003, the first of these workshops was offered. Attendees consisted of TRIO program directors and professionals. The workshop was held in a GC classroom and only a small amount of startup funding for handouts and lunch were provided from college carryforward funds.

D. Enrollment Management

The largest enrollment management challenges facing the General College in the next three to five years will be to: 1) manage an increasing demand for admission; 2) adjusting to the increasing Academic Aptitude Rating (AAR) ceilings at the University; 3) adjusting New High School (NHS) enrollment target downward while remaining consistent with the developmental/access education mission of the College; and 4) maintaining the fiscal integrity of General College programs.

The authorized NHS enrollment target for Fall 2004 for the General College will be 850. The College moved to an individual or holistic review approach for making admissions decisions with immediate success. The proportion of urban students, students graduating from Minneapolis and St. Paul inner city high schools and De La Salle High School, increased from 19% to 25% while enrollment of students of color increased from 30%-43%. The incoming NHS class of 2002 was the best-prepared class of incoming students as measured by ACT scores (composite of 20.5), and class rank (mean of 51.8). The AAR composite score for General College NHS students continues to steadily increase. In 2000 the AAR composite for the incoming NHS student was 86.9, in 2001 it was 88.8, while in 2002 the composite AAR for the 2002 incoming class of NHS increased to 91.9.

The 2002 incoming class of NHS students also reflected the higher level of preparedness in the course selections made. More General College students enrolled for math courses in the Institute of Technology and second language courses in the College of Liberal Arts. This, along with steadily increasing AAR scores, reflects the fact that students come into the College better prepared than ever. Perhaps the greatest benefit of the individual or holistic review process, however, has been that it has allowed the General College to do away with priority admissions deadlines that significantly disadvantaged urban high school students.

In contrast to the yield rate of .526 utilized for 2002 admissions, the yield rate of .532 percent will be used for fall 2003. This means that the General College will make 20 fewer admission offers in 2003 than in 2002. This is a concerted effort to avoid over-enrollment by limiting admission offers. Increasing the yield rate, in concert with an increase in the number of applications, will result in an increase in General College’s admissions selectivity. In 2002 the College received 4,576 applications and made 1,665 offers (36% of students who applied were accepted). The increase in the yield rate equates to the College making 1,645 offers during a year when NHS admissions applications to the General College are up by 13%. If this pattern continues, the General College can expect approximately 5,171 applications for 2003 and make 1,645 offers (approximately 30% of students who apply will be accepted).

The General College is committed to improving the retention, transfer and graduation rates and to remaining focused on its developmental, access mission while supporting the University as it strives to improve its overall graduation rate. In order to make operational the commitment to student success and mission focus, the General College sets forth the following goals:

- Enroll 25-30% of its incoming 2003 class from inner city Minneapolis and St. Paul public schools and De La Salle High School.
Enroll a minimum of 65 students in the Commanding English Program.

Maintain first-year retention rate at 75% for the incoming 2003 class.

Maintain the rate of transfer to other University of Minnesota degree granting colleges at the 50% level for the 2002 incoming class.

Fall 2004 NHS enrollment target will be 850.

The agreement reached with central admissions and central administration for fall 2003 admissions included the following items:

- As the College of Liberal Arts raises its admissions floor to 120 and moves to an individual review model, the General College will consider for admission, students who have AAR scores between 114 and 120 who match the educational mission of the College, express a strong interest in being admitted to the College and agree to abide by its expectations.
- Limiting the total number of enrolled NHS students with AAR scores less than 70 to a number no greater than 50 who must meet TRIO criteria.
- Limiting the number of enrolled NHS student-athletes with AAR scores less than 70 to a number no greater than 12 (included in the 50 above) who must meet TRIO criteria. This number may need to be renegotiated downward in the future.
- Students will be admitted via individual review.
- Reaffirm commitment to recruiting in the inner city high schools of Minneapolis and St. Paul by working closely with the Minnesota Association for Counselors of Color (MNACC).
- Recommit to achieving a diverse student population that includes 30 percent students of color in the admissions class.
- Continue to work with central admissions on refining the guidelines used in the selection of students who best match the mission of the college and have the highest probability of success at the University.
- Continue to revise the communication plan with admitted students, including integration with the central admissions communication plan. New items include a letter to students and parents highlighting the financial advantages of full-time registration and graduation in four-years.
- Remain committed to admitting non-native speakers to the Commanding English Program with continued priority given to Minnesota residents.

Provide very limited access to Wisconsin residents through regular admissions avenues.

A predictive model giving the College a glimpse at the financial impact of a planned and stepwise downward adjustment to the number of NHS enrollees is being created. The registration pattern of General College students is an important component of such a model. As noted earlier, it is believed that a higher level of preparedness of the 2002 incoming class has caused changes in the registration patterns of NHS students. The changes that have been noted include an increase in the number of students who are admitted having completed their high school math requirement. This has caused increases in the number of students who are taking math outside of the College during their initial two semesters and choosing not to take any math at all if their major does not require it. Secondly, students are coming with more second language training and are being advised by General College advisors to take advantage of yearlong registration in second languages during their first year in the College. Both of these patterns have increased registrations for non-General College courses for NHS students during their initial two semesters. While a policy has been in place that allows first-year students to register outside the College for math and second languages, it was used less frequently in past years. This, along with the impact of the 13-credit free tuition band and full-time registration requirement will have to be carefully assessed before an accurate model can be created.

E. Facilities Issues

During 2003-04, the college will review the four classrooms that were transferred to Classroom Management, particularly those that were scheduled to be updated with the new standard set by the University for classroom technology. A speech/communication and a science classroom/lab were updated with college funds during 2002-03. No further classroom upgrades are scheduled for fiscal year 2003-04, pending final budget plans. However, the college is committed to replacing carpet and repainting offices where the need is greatest. We have identified several offices and student meeting places that will be renovated in fiscal year 2003-04. Funding will be provided by unrestricted carryforward. College faculty and staff are involved in a joint effort with Facilities Management staff to keep the building a healthy environment for all. The impact of Facilities Management’s layoffs and reorganization on Appleby Hall will be closely monitored. The college continues to lack large meeting space for student activities and faculty/staff meetings and trainings.
F. Financial Issues

1. Tuition: The agreed upon tuition revenue estimate for General College is $8,023,894 for fiscal year 2003-04.

2. ICR: The agreed upon estimate ICR revenue estimate for General College is $30,000 (49.5% of $60,606) for fiscal year 2003-04.

3. Fees: Preparatory Instruction: Zero-level math courses are now included in the tuition pool billed as four credits, and revenue is distributed via IMG. Instructional Technology Fee: General College is recommending no change to its Technology Fee for the 2003-04 school year. It remains at $93.00.

G. Compact Development
The General College Executive Committee and the Policy and Planning Committee, an all-college representative committee, are responsible for annual compact development. The compact draft is also discussed at an all-college assembly. Initiatives are reviewed and input requested for support of new initiatives. The Executive Committee is charged with final compact decisions.

H. Data Profile
For a display of planning data related to General College, refer to a link on the University’s Web site managed by the Office of Institutional Research and Reporting at www.irr.umn.edu. This site contains standard financial, staffing, and student information.

I. Report Summary
No reports to be submitted prior to next compact development cycle.

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### Historical Allocation Summary
FY1999 through 2003 Compact Investments

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### Central Allocation Summary – FY2003-04

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