COMPACT FOR THE GENERAL COLLEGE
FY 2004-2005

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 Senior Vice President for Academic Affairs and Provost and the Dean of the General College for 2004-2005 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: During 2003-04, the college continued its support of the Center for Research on Developmental Education and Urban Literacy (CRDEUL) by 1) hosting visiting scholar Dr. Mamokgethi Setati, national president of the Assoc. for Math. Education of South Africa; 2) publication of their fourth monograph, “Multiculturalism in Developmental Education” http://www.gen.umn.edu/research/crdeul/monographs.htm; 3) publication of the glossy report “Multicultural Awareness Project for Institutional Transformation (MAP IT)” http://www.gen.umn.edu/research/crdeul/pdf/map_it/pdf), a survey tool for use in higher education; and 4) continuing to publish articles, columns and manuscripts, to present at national conferences, and to provide leadership in state and national developmental education associations (see www.gen.umn.edu/research/crdeul/Default.htm).

New plans & initiatives:
1) Thirty two General College authors are contributing proposed chapters to the book: “Integrating Intellectual Growth and Student Development: The General College Model”, related to developmental education, which has an estimated May 2005 publication date and will be widely disseminated nationally.
2) CRDEUL is continuing strategic plans surrounding outreach activities in conjunction with a new faculty advisor, i.e. developmental library resources, grants and future workshops;
3) The college, with planning assistance from CRDEUL, has taken a leadership role in the Metro Ed Consortium with the developmental education initiative. The college hosted a second “intentional” meeting during spring 2004 for a regional conference planned for January 15, 2005. Common developmental education needs, issues and interventions will be identified for students transitioning to higher education in the metro area (http://www.gen.umn.edu/research/crdeul/proposal_form.htm).
4) The national initiative Future Directions Multicultural Initiative (FDMI), launched by CRDEUL in 2003, will continue its work with curricular transformation, research and publication and dissemination. The Center coordinates the work of national leaders committed to the work of centralizing multiculturalism in the field of developmental education.

Financing Plan: Financial support for CRDEUL comes from tuition revenue generated by the college. Funding for the Future Directions Multicultural Initiative (FDMI) is funded from unrestricted carry forward.

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: Actions initiated during 2003-2004 include initiatives that 1) identify students who are showing signs that may signify failure to progress and 2) reach out to these students earlier than ever before. Academic advisers in the college are asked to complete a transcript review of all students assigned to them in order to assess appropriateness of registration, progress toward transfer and the credit levels of undecided students. Students who achieve 43 credits without declaring a major are flagged so that transfer plans can be addressed. Advisors are also following up with those students registered for fall 2003 but who did not register for spring 2004 in order to determine the reason(s) and, if possible, to help them to get back on track. Visit our student...
advising web site for information on how our advisers assist students in successfully planning for transfer to degree-granting colleges within the University.  http://www.gen.umn.edu/student/advising/model.htm

Recent years indicate positive trends on measures of retention, transfer, and graduation. The retention to second fall term by GC Fall NHS Cohort was 77.5% for the fall 2001 cohort, 78.2% for the fall 2002 cohort, and 75% for the fall 2003 cohort. The two-year transfer rate for the 1996-2000 cohorts remains plus or minus a few percentage points from 50 percent. For the fall 2002 cohort on new high school students, 44% transferred to another UM college by the fall of 2004. We continue to work to improve the rate of graduation for students who enter the University through General College. Additional data on these measures is available at www.gen.umn.edu/research/ore/. These data will continue to inform curriculum revision, student services, and matriculation decisions.

We have set achievable benchmarks of second fall retention for fall 2004 NHS at 75%; and two year transfer for fall 2003 cohort at 50%. College retention data from Fall 1984-Fall 2003 show a steady increase from 69.0% to 75% for returning freshman fall 2003 (see 2002 NHS Student Graduation/Retention Report). We expect this steady incremental gain to continue. Assessment measures will continue to inform us in ways to better support our students’ successful retention and graduation. Moreover, the General College strategic planning process is focused on student retention, transfer, and graduation. By focusing on these three themes, the College is committed to implementing well informed strategies and systemic changes to further improve the retention of our students, their successful transfer to other collegiate units in the University, and their graduation rates.

New plans & initiatives: We will evaluate the effectiveness of initiatives undertaken in 2004 to discern potential patterns and inform future actions. The college will begin curricular review, consistent with University assessment initiatives, to assess curriculum’s effectiveness in relation to our stated goals and benchmarks for student retention, transfer and graduation. The strategic planning process began with a full day all-college retreat in August 2004 and will continue through March 2005 with significant new initiatives for the 2005-06 compact and college budget expenditures.

Financing plan: The Dean has committed up to $100,000 for FY05 from non-recurring unrestricted carryforward funds. These funds will cover faculty salary and fringe, travel, consultants, and other expenses related to the curricular review and strategic planning process undertaken by the General College (which will focus on retention, transfer and graduation rates of its students).

3. Initiatives for Faculty Development.

Of the 17 new faculty hired in the last seven years, two have become full professors, two have become associate professors, one is going through tenure review this year, and four are scheduled for 2005. The remainder are making expected progress in their review process. They have fully invested themselves in the college and have shown tremendous leadership in all work areas. Their productivity and commitment to our students is admirable. They have restored a vitality to the college that will carry us well into the future. Publications relating to developmental education continue to increase in number as well as funded research grants. 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: Successfully completed the Hubbard Family Challenge of $1.5 million. The campaign closed on 12/31/03 raising $3,996,000. A donor wall was constructed in Appleby Hall to recognize all General College donors to the Campaign Minnesota.

New actions & initiatives: A grants writer has been hired to support close collaboration between college grants and development initiatives. The donor base and increased contribution level of donors are the focus of initiatives for 2004-2005. Alumni Relations has set a goal of increasing active alumni by 10% this year. A GC Alumni Society advisory committee has been established to facilitate that goal. Implementation of a mentoring program will occur during fall 2004 utilizing mentors who are GC alumni and current U of MN students who attended General College.

Financing plan: We will continue to fund the development office at current levels for the next year 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. The college will continue to seek funds from the University Foundation to support our development efforts.
A new partnership between the General College and University Alumni Relations will provide additional funding to support staff salary and events held exclusively for General College alumni.

5. Continue to support learning abroad experiences for our students.

**Actions completed:** The college expanded scholarship support for GC students to take advantage of Learning Abroad opportunities. We met our goal of providing a minimum of 10 scholarships to GC students for 2003-2004. Additional advisers participated in the Bush initiative for site visits during 2003-2004.

**New actions & initiatives:** A staff volunteer activity is also focusing on increasing our donor and faculty/staff support for additional scholarships.

**Financial plan:** The college remains committed to supporting a minimum of 10 scholarships/year, primarily funded by private gifts.


The college began offering training seminars in the areas of Supplemental Instruction, Advising, and Teaching for student leaders and administrators from five college in the Twin Cities during 2003-2004. The college will continue to provide a wide array of comprehensive workshops to enable other institutions and educational programs to mainstream the best practices of developmental education into curricula and campus culture. The three areas of service will be the greater Twin Cities metropolitan area institutions, MnSCU institutions state-wide, and institutions across the United States.

**Actions to date:** Best practices supplemental instruction training workshops were held in 2003-2004 for TRIO program directors and professionals, student tutors and other para-professionals. In conjunction with these trainings, GC Prof. David Arendale was the keynote speaker at the MnSCU Annual Professional Development Conference, addressing best practices in the recruitment and retention of students of color.

**New plans and initiatives:** Additional training workshops will be added through 2004-2005. We will explore with the College of Continuing Education (CCE) offering Continuing Education Credits (CEU) for seminar attendees.

**Financial Plan:** We anticipate that the training seminars will move to full-cost recovery during 2004-2005.

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 completed one science faculty (female) search from a strong and diverse pool of candidates. This fall (2004) hire will serve to enhance our national developmental education leadership role. Replacement hires have been completed for the Assistant Dean/Director of Student Services and Associate Dean of Academic Affairs (formerly Director).

**New actions & initiatives:** No identified plans in this area at this time.

**Financing plan:** Fiscal year 2003-04 marked the end of phased retirements for two faculty members. Several additional agreements will continue through 2007 which will assist the college in financially supporting our recent faculty hires. Faculty salary and fringe benefits are funded with college tuition revenue.

C. New Long-Term Goals/Priorities

1. Learning Communities

The college is piloting an effort that may eventually have all NHS freshmen enroll in a first-year experience course that has been taught in the College. Faculty and academic advisers will work to make the seminars intertwined with the delivery of educational planning and retention interventions. The pilot works hand-in-glove with a new initiative started in the fall of 2003 whereby all incoming freshmen have the opportunity to engage in year-long registration for all General College courses.

It is hoped that these strategies, along with those outlined in section B.2., will lead to improved first-to-second year retention and more successful transfer to degree-granting colleges at the University of Minnesota after the fourth or fifth semester.
Financing plan: Financial support comes from tuition revenue generated by the college.

D. Diversity Assessment and Planning:
The General College actively supports and encourages our faculty, staff and students in broadening their understanding of what it means to live in a multicultural world. Course development by the faculty encourages utilization of multicultural pedagogy, theory and practice in addition to developmental education. Service learning and community engagement are also embedded in instruction. We continue to monitor and build on our affirmative action goals with respect to faculty and staff hires.

The Multicultural Awareness Project for Institutional Transformation (MAP-IT) project has produced not only the diversity assessment survey tool for higher education institutions, but has also disseminated the survey nationally at conference presentations and through national publications. The original questionnaire has been recreated into three separate instruments for administrators, faculty and instructional staff, and advisors and student support services staff. Additionally, the MAP-IT team developed a student questionnaire in collaboration with Michael Dotson of Minneapolis Community & Technical College (MCTC). Initially piloted in the General College, the survey was also administered to 2,000 MCTC students in spring 2003. Results will be used to assess the diversity climate for students at MCTC and in the General College and to inform future actions to improve the climate for diversity for our students.

Through its mission, courses and internal/external programs, the College is committed to furthering diversity and social justice in the following ways:

- Outreach efforts were initiated to recruit larger numbers of Greater MN students to the college. Faculty and staff initiated contacts with students accepted to the college for fall 2004.
- The goal of the Future Directions Multicultural Initiative (FDMI) is to promote a national paradigm shift that places multiculturalism at the center of the field of developmental education. It consists of three sets of activities: curricular transformation; research and publication; and information dissemination and political action. This team has been extremely productive.
- The college Multicultural Concerns Committee, in order to better support both East Asian and East African immigrant students, is planning for spring 2004, a series of focused college discussions with students to learn what issues students identify as supportive to their educational success as well as cultural conflicts they may experience in the higher education environment. The committee plans to involve parents and community representatives in the discussions.

College Demographic:
Racial Diversity among students Fall 2004:
- African American 21.5%;
- American Indian 2.2%;
- Asian American 19.9%;
- Chicano/Latino 4.6%;
- Anglo 48.8% (3.0% unknown).

Gender diversity among students Fall 2004:
- Female 51.5%; Male 48.0% (0.5% unknown)

Racial diversity among faculty and staff Fall 2004:
- Faculty 20.0% minority; P&A staff 14.8% minority; CS/BU 23.0% minority; Grad Assts 50.0% minority.

Gender diversity among faculty and staff Fall 2004:
- Faculty 34.3% female, 65.7% male; P&A 70.0% female, 30.0% male;
- CS/BU 68.7% female, 31.3% male; Graduate assistants 68% female, 32% male.

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

E. Outreach and Civic Engagement: The General College is emphasizing outreach and civic engagement with high school age youth in this section. We are committed to providing access to higher education and educational achievement among various groups who might not otherwise receive an opportunity for success.

- Development of a Mentoring Program with Roosevelt High School (RHS) which involves GC students partnering with at-risk RHS students to promote college as a viable path while developing leadership skills in GC students.
- Collaborative support for Science CentrUM with K-12 schools and other University colleges in supporting excellent science education in Minnesota.
- Ando-Giikendaasowin (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
- Increased presence in the College in the Schools Program with a focus on urban high schools; the program continues to expand to additional high school sites.
- Day Community Programs: Changes in funding structures have resulted in consolidation and termination of several Day Community programs. The core day program remains along with the STARS program, a medical assistance reimbursable program. Day Community is a 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](http://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](http://www.gen.umn.edu/programs/trio/Default.htm)
- African American Read-In: Leadership and support for community Read-In as well as college Read-In each February.
- Continue to increase the number of students in courses with a service learning component, with volunteers in over 15 different organizations within the metro area.

**Financing plan:** The college will continue to support Science Centrum ($15,000 for FY05) from non-recurring funds. The Math and Science Camp receives annual support of $17,500 from the college along with some in-kind services. Private fund-raising efforts have increased to ensure continuation of this program. The African American Read-In and the ACE Program receive in-kind support. The TRIO programs are funded from Federal grants from the Department of Education, however, the college will support the Supplemental Instruction program with $75,660 in funding for 2004-2005 along with approximately $110,000 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. The college also continues to cover IRS taxes for the U Day Community programs. As stated before, the Day Community Program has also suffered from cuts to state agencies that pay for their services. Commanding English is supported from college tuition revenue.

**F. 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) adjust to the increasing Academic Aptitude Rating (AAR) ceilings at the University; 3) adjust New High School (NHS) enrollment target downward while remaining consistent with the developmental/access education mission of the College; and 4) maintain the fiscal integrity of General College programs.

The authorized NHS enrollment target for Fall 2004 for the General College will be 850. The incoming NHS class of 2003 was the best-prepared class of incoming students as measured by the AAR composite score. The 2003 incoming class of NHS students also reflected the higher level of preparedness in the course selections made. Fewer General College students are admitted needing to complete the high school math requirement, and 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 improve the level of preparedness of incoming students while, at the same time, remaining true to its mission.

The planned yield rate of 45 percent in place for fall 2004 is significantly lower than what has been used during the past several years. The lowering of the yield rate is a response to the dramatic drop in the actual yield rate among the 2003 admits to the College and was calculated by averaging the 2002 and 2003 actual yield rates. The decision to set the planning yield rate at the two-year average was decided in consultation with the Office of Admissions. The lower yield rate translates to making 1,890 admissions offers to arrive at an incoming class of 850. Applications for 2004 are likely to exceed last year’s totals, so selectivity for admission to the General College will remain high (i.e., 30 - 35% of students who apply are admitted).
A new enrollment management initiative aimed at improving yield rates among admits from greater Minnesota is underway. Faculty, staff and students have been enlisted to place phone calls to admitted students in order to let them know they are important to the University of Minnesota, address questions that they might have, get a reading on where the University of Minnesota ranks in their decision-making process, and offer information that may assist in the decision-making process. In addition, a welcoming letter from the Dean and copies of the most recent Access magazine, the General College publication, will be mailed to parents of greater Minnesota students. It is hoped that these commitment activities will stimulate confirmations among admitted prospective students from greater Minnesota.

The General College is committed to improving the retention, transfer and graduation rates; 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:

- Continue the trend of admitting better prepared students.
- Enroll 25-30% of College’s incoming 2004 class from inner city Minneapolis and St. Paul public schools and De La Salle High School.
- Enroll 20-25% of the College’s incoming 2004 class from greater Minnesota high schools.
- Enroll a minimum of 65 students in the Commanding English Program.
- Maintain first-year retention rate at 75% for the incoming 2004 class.
- Maintain the rate of transfer to other University of Minnesota degree-granting colleges at the 50% level for the 2003 incoming class.
- Adjust the NHS enrollment targets to 850 and ultimately to 800 with the customary + or 5% margin of error. The adjustment will take place in increments of 25 students per year over the next three years (i.e., enrollment target of 850 in 2004, 825 in 2005, and 800 in 2006).

The agreement reached with admissions and central administration for the incoming class of 2004 included the following items:

- As the undergraduate admission standards at the University of Minnesota continue to rise, the General College will consider for admission students who have AAR profiles that no longer match those of other freshman admitting colleges so long as they are a good educational match with 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 for 2004 and adjusting this number downward in future years as the overall number of enrolled NHS with AAR scores below 70 decreases.
- 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 maintaining a diverse student population.
- Continue to work with central admission 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 priority given to Minnesota residents, and as space allows, considering students from other states and countries on an individual basis.
- Provide very limited access to Wisconsin residents through regular admissions avenues.

G. Facilities Issues

1. During 2004-2005, the college will renovate the anatomy lab. Computer replacements are planned for 1-2 classrooms. The college will also begin a thorough building space review with assistance from Facilities Management design consultants. The college continues to lack large meeting space for student activities and faculty/staff meetings and trainings.

2. The college does not have facility needs for consideration in the six-year capital plan.
H. Other Financial Issues

1. Tuition: The agreed upon tuition revenue estimate for General College is $8,881,556 for fiscal year 2004-05.

2. ICR: The agreed upon estimate ICR revenue estimate for General College is $39,000 (49.5% of $78,788) for fiscal year 2004-05.

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 increased its Instructional Technology Fee from $93 to $95 for the 2004-05 academic year. This represents a 2.2% increase. This fee covers partial salary and fringe benefits for Technical Support staff and purchases of computers and other upgrades in technology for GC classrooms. In fiscal year 2004-05, we will replace the computers in two classrooms as well as numerous computers in the Academic Resource Center (ARC). The ARC is used by GC students for math and writing support. There was no increase to the instructional technology fee during the 2003-04 academic year.

I. 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.

J. 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.

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

Historical Allocation Summary
FY1999 through 2004 Compact Investments

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Central Allocation Summary – FY2004-05

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