COMPACT FOR GENERAL COLLEGE
FY 2005-06

Introduction

The compact between the Senior Vice President for Academic Affairs and the Dean of General College for 2005-06 includes the following:

A. UNIT MISSION:
The mission is accomplished through a general education program offered in a multidisciplinary and multicultural educational community by nationally recognized faculty and staff whose work is grounded in student development theory and research on best practices for students from populations traditionally underrepresented in American higher educational institutions, and in research universities in particular, and other students considered at risk for not persisting to graduation.

Pursuing its mission through teaching, research, service, and outreach, the General College is committed to both access and excellence and plays a special role in contributing to the University’s mission as an urban, land-grant, research institution.

Strategic Positioning Initiative Implications: In June, 2005, the Board of Regents approved the Strategic Positioning Initiatives submitted by President Bruininks. Under that plan, and subject to planning to be completed by a Task Force empanelled in September 2005, the General College will cease to operate as a college on June 30, 2006, and will transform its key functions into a department in the College of Education and Human Development. The compact is therefore tentative on key points, as the process of defining key elements of the new department and transition toward departmental status is ongoing. In submitting the compact, the General College commits itself to planning and executing an orderly transition from collegiate to departmental status in cooperation with the Senior Vice-President for Academic Affairs and the other affected colleges.

B. PERFORMANCE SCORECARD:

1. Enrollment Management Measures:
   a. enrollment targets and results: the General College will admit 825 freshmen in fall 2005 with an average total enrollment of 1550. Admission criteria will continue to emphasize individual applicant review with special concern given to behavioral attributes necessary for success and AAR scores.
   b. retention and graduation rate goals: retention goal: freshman to sophomore year 80%; graduation rate goals: 15% 4th year; 45% 5th year; 60% 6th year, to be reached by the end of academic year 2008-2009.
   c. student quality and diversity measures: we will maintain an equitable balance between genders; a reasonable balance between urban, suburban and rural applicants; parity where possible between socio-economic classes; and will attempt to ensure that students of color comprise at least 40% of the student body.
d. enrollment policy changes: reduce number of incoming freshman to 825 for Fall 2005.
e. Strategic Positioning Initiative implications: during 2005-06, evaluate advising and teaching positions to accommodate a further reduction to 650 NHS in Fall 2006.

2. Other Performance Measures:
   a. We will increase the number of need-based scholarships available for General College students to 200 in 2006-2007.
   b. We will make it possible for students to engage in a learning abroad activity as a means of intensifying their commitment to academic achievement by providing a minimum of 10 scholarships annually.
   c. We will increase our investment in faculty and staff professional development in a concerted effort to increase discipline based research, publications, and program support and their impact upon professional organizations in discipline related fields by 25%.

C. UPDATE - STRATEGIC GOALS FROM 2004-05:

#1. Maintain our role as national leader in developmental education by expanding our developmental education research, conference presentations and publications.

The college continues to lead the national discussion on developmental education issues through publications and presentations by faculty and staff at relevant conferences (e.g. National Associate for Developmental Education [NADE]). The college is also a state leader through MnNADE and through the Metro Ed Consortium (see http://www.gen.umn.edu/research/crdeul/monographs.htm for more information) The Center for Research on Developmental Education and Urban Literacy (CRDEUL) Resource Center currently houses over 1,000 journals and books focusing on research methodology, multicultural education, learning and academic skills development, basic writing, and teaching developmental education students.

Publication of the book The General College Model will be fall 2005 with broad national dissemination which will enhance our presence nationally in the developmental education field.

Further, GC student services staff and programs continue to be recognized for excellence in advising and student development-related services. One recent example of this recognition is the Student Parent HELP Center’s receipt of the Outstanding Institutional Advising Program Certificate of Merit from the National Academic Advising Association (NACADA).

Our focus in terms of this goal and all other strategic goals will be closely aligned with our new goals (see section D) which support the University’s strategic positioning initiatives as well. Funding from unrestricted carry forward supports this goal.

#2. Maintain & improve academic performance of GC students as measured by second-year retention and successful transfer to degree-granting colleges
We will report on our retention, transfer and graduation rates as soon as they are available for the 2004-2005 academic year, specifically retention to second fall term, the two-year transfer rate, and graduation rates for 4, 5, and 6 years. (see website http://www.gen.umn.edu/research/ore/Default.htm)

This goal has been incorporated into our new strategic goals – please see D.1. for information on new initiatives. New initiatives proposed within the General College Strategic Planning process will be implemented with funding from unrestricted carry forward already approved for this purpose.

#3. Non-residential Learning Communities

We committed a 50% FTE teaching specialist position during 2004-05 academic year, who wrote her dissertation on learning communities, to coordinate college efforts in this initiative. During 2005-06 we maintain that effort at 25%. Her continuing research will be invaluable to our assessment and evaluation of the impact learning community courses will have on the retention, transfer and graduation of our students.

A 6-member group of faculty attended a one week workshop at Evergreen University summer 2005. A new speech/history learning community package has been funded by the University’s initiative. A writing/mathematics learning community will continue in 2005-2006, incorporating a Habitat for Humanity service learning component as well.

New initiatives proposed within the General College strategic planning process will be implemented with funding from unrestricted carry forward already approved for this purpose.

Strategic Positioning Initiative implications: During 2005-06, the Faculty have formed curricular work-groups to plan for a one-year-to-transfer curriculum for the GC successor department, beginning Fall 2006. Learning communities will be featured for a critical sector of the Fall 2006 NHS class, and may be the core of the new department curriculum in Fall 2007. Research on the educational science of learning communities is underway as part of the curricular work-group process.

D. NEW STRATEGIC GOALS: Our college strategic planning process, begun in Fall 2004, included a call for proposals on ways to increase the success of our students at the University of Minnesota. Of the 39 proposals submitted by faculty and staff, we are moving forward with those that most directly support the goals listed below.

#1. To increase the retention, transfer and graduation rates of General College students (Assistant Dean Robert Poch is the contact.)
While the rates of General College students have continuously improved at approximately the same rate as the rest of University of Minnesota students, we know we must and can do better. Initiatives to support this goal include an aggressive research-based admissions process to admit those students most likely to succeed and graduate from the University of
Minnesota. Using behavioral attributes as indicators, we anticipate that this admissions approach will affect our retention, transfer and graduation rates positively.

Initiatives include:

- We will begin several new targeted efforts with receiving colleges for GC students to continue and succeed in science, technology, engineering and math (STEM) majors.
- Among these efforts is an initiative to enable the Coordinator of the GC Transfer and Career Center to actively liaison with and within colleges at the University to whom GC students transfer. This effort is designed to further gather, understand, and share critical information about the academic expectations and realities of junior and senior year curricula; maximizing the exchange of useful advising information within the respective colleges as it pertains to GC students; and, collaborating on successful transfer and orientation events for students as they transfer to the other colleges. This will create a substantive change in the relationship of GC with other colleges at the University. Working with others, we will move from transfer information and activity flowing in a one directional pattern from the various colleges to GC (diagram 1) to a multi-directional pattern (diagram 2) in which our staff and students are actively engaged within the receiving colleges to facilitate more skillful and informed planning and transfer. Such action has already commenced with COAFES and CHE.

- We will adopt an additional communication with incoming freshman and their families, particularly immigrant and refugee families, about what it takes to succeed at the U. We will explore creating a new Secondary Liaison position to work with urban high schools to address pre-matriculation issues.

We will reallocate funding from existing sources to implement these initiatives during 2005-06.
Strategic Positioning Initiative Implications: The GC strategic planning process on retention, transfer, and graduation begun in 2004-05 with selective implementation in 2005-06 lines up very well with new planning required to implement the President’s Strategic Positioning Initiative. The work will continue, with attention to the networking and reflective admissions research needed for the GC successor department to succeed on these critical measures.

#2. Restructuring our curriculum. (Associate Dean for Academic Affairs Daniel Detzner is the contact.) Our goal is to increase our students’ full integration and success within the University of Minnesota following their transfer to the receiving colleges.

Strategic Positioning Initiative Implications: The GC Faculty has formed three critical workgroups with October 31, 2005, report dates to plan curricular changes for Fall 2006 and Fall 2007.

- **Work Group on Learning Communities:** The first-year curriculum of the GC successor department will feature Learning Communities as the centerpiece of a one-year-to-transfer first year experience. We will continue assessment and evaluation of our Learning Community courses to measure their success. Current research indicates that early academic and social integration, which learning communities foster, leads to greater successful transfer and graduation.

- **We will create a cohesive second year transfer curriculum.** Modal student flow in the new department will be one year to transfer. For that minority of students who will transfer to 60-credit threshold majors or who wish to major in CEHD undergraduate departments, a second year curriculum and advising system will be developed.

- **Work Group on Undergraduate Major(s):** The GC successor department will have sufficient faculty capacity to develop and offer a major or majors consistent with the Strategic Positioning Initiative vision of remaking CEHD as a unique college focused on human development across the lifespan.

- **Work Group on Graduate Education:** In consultation with colleagues in CEHD, the GC faculty is examining involvement in existing graduate programs and the expansion as a degree program of its current certificate in developmental education (under a different title). The Dean of General College has asked to meet with Chancellor McCormick of MnSCU to discuss the possible points of intersection for this graduate emphasis.

We will reallocate funding from existing sources to implement these initiatives.

#3. Increase amount of funded research (Associate Dean for Academic Affairs Daniel Detzner is the contact.) General College serves the state and the nation as a research and development ‘laboratory’ on issues of access and educational advancement of postsecondary students. See the college’s Office of Research & Evaluation for recent data reports [http://www.gen.umn.edu/research/ore/Default.htm](http://www.gen.umn.edu/research/ore/Default.htm).
• Our three new tenure-track faculty each address in their research some aspect of the achievement gap faced by minority students, specifically African American men and women and immigrant/refugee students.
• New institutional research will track suspended students who are readmitted to the college in terms of their transfer and graduation rates, specifically attempting to identify any barriers to their success.
• We will increase the number of grants submitted by 300% with an increase in dollars of 25% over the next 3 years (2007-2008).

We will reallocate funding from existing sources to implement these initiatives.

Strategic Positioning Initiative Implications: The GC faculty will benefit from the cultural change fostered by integration into the research milieu of CEHD, with its strong external funding history and supports for such work.

Strategic Positioning Initiative note on the process of GC strategic goals: For two decades, GC has used its homegrown and locally funded Office of Research and Evaluation to promote institutional research and to provide objective assessment of our outcomes. As all-University data resources have improved, some of the need for GC ORE has diminished. The financial challenges to be faced by the GC successor department make it unlikely that this office will continue beyond June 2006. Merger with CEHD will place us in structural proximity to assessment and evaluation colleagues and graduate students to whom the department will turn if it has departmental rather than collegiate assessment needs. This will be an item for discussion as the transition to departmental status unfolds.

E. DIVERSITY ASSESSMENT AND PLANNING:

Increase presence of underrepresented groups among our faculty, staff and students:
• We are pleased that with the hire of three faculty of color for Fall 2005, our faculty of color percentage will increase to 26% total (12% total University), better reflecting our diverse student population.
• Our academic staff of color total 15% (9.0% total University), GC civil service staff of color total 23% (11.8% total University), and GC graduate assistants employees of color total 50% (University total not available) all strengthen our goal to continue to improve the diversity of our employees.
• New freshman scholarship funds are aimed at providing opportunities to underrepresented groups.

Strategic Positioning Initiative Implications: As GC integrates into a redesigned CEHD, the faculty and staff will be re-composed in some ways through transfers, layoffs, and reassignments, consistent with University work rules. The implications of these shifts in workforce on diversity will be tracked and reported. HR directors from the three merging colleges meet regularly to provide an orderly and planful transition for faculty and staff in the three units.

Actions taken to assess and improve climate for diversity in our unit:
• In Spring 2004 we conducted a Multicultural Awareness Project for Institutional Transformation (MAP-IT) survey of all GC students in their second semester composition course. The return rate was an impressive 65% and we are planning meetings and forums around the data (see web site - it will be up soon) during the academic year 2005-2006. We will also conduct student focus groups to explore issues identified in the survey results, which were over-all positive. Sample question/score: Do you think it is beneficial to be part of a multicultural environment? M=3.49 (on scale of 0-4). Does GC operate in a manner that values a multicultural learning environment? M=3.42.
• We plan to deliver the MAP-IT survey to faculty and staff again during 2005-2006. The results will aid our self-assessment as well as direct our future actions to improve our climate for diversity. We would welcome an opportunity to share this assessment tool with the greater University community.

F. OUTREACH AND PUBLIC ENGAGEMENT:
Primary outreach and public engagement activities, audiences reached, what purpose, evaluation methods:
• The General College hosted the Metropolitan Higher Education Consortium Conference, "Building Bridges for Access and Success from High School to College: Meeting the Needs of Twin Cities Underserved Students" in January 2005. Publications resulting from the conference will be disseminated by June 2005 to a large audience at the University of Minnesota, MnSCU, K-12 educators, and the State of Minnesota Department of Education. See the Center for Research on Developmental Education and Urban Literacy (CRDEUL) website http://www.gen.umn.edu/research/crdeul/Default.htm for information.
• The college again played a prominent role in the Keeping Our Faculty of Color national conference held at the University fall 2004. Dean David Taylor was co-chair of the program planning committee with several faculty and staff presenting at workshops.
• Faculty and staff present their research to a large national audience dealing with developmental education issues confronting the urban education achievement gap and teaching learning achievement to student learners. Presentations include curricular transformation, diversity leadership, 1st year experience, service learning, and learning communities.
• Primary activities continue to be our Commanding English program serving immigrant students; TRiO Programs serving largely 1st generation students, minority and students with disabilities; and College in the Schools which will be expanded during 2005-2006 with the college playing a major role in the outreach to urban high schools.

G. SPACE AND FACILITIES ISSUES
Compact Initiative Impacts and Space Management
General College has invested unrestricted carry forward to complete changes to the building. Physical changes in infrastructure of Appleby Hall and space reassignments were necessary
to meet programmatic needs. We anticipate making some changes to key student support offices, including centralizing services in prominent locations, as much as space and resources allow. We have engaged a discussion regarding return of some Appleby Hall classroom space to central classroom scheduling, and will discuss shared cost of technology in these classrooms.

**Major Capital Investment Priorities**
There will be no capital projects proposed at this time.

**H. SIGNIFICANT FINANCIAL ISSUES**
The negotiated reduction to the freshman enrollment target for General College and its successor department, and eventual loss in tuition revenue, along with the possibility of increased assessments by the University, will present clear challenges for the college and its successor department. However, we will pursue ways in which to replace lost revenues. The number of research proposals continues to increase among our faculty which brings the potential of increased ICR revenue. Our Development Office continues to form relationships with potential donors and their fundraising efforts have brought in much needed scholarship and grant funding for our students.

Strategic Positioning Initiative Implications: The financial services director and the development director meet regularly with their counterparts in the CHE and CEHD to insure sound transition planning and identification of best practices in forming the new department. Transition issues will require use of current balances, although the amount is yet to be determined. The financial situation of the GC successor department will be grounded on reduced tuition and requires ongoing discussion as part of the budget process in spring 2006. This will potentially constitute a radical shift in the fiscal relationship between GC’s successor department and the university, as the unit shifts from being financially self-sponsoring to being a fiscal liability. Even with good planning to launch and promote majors, graduate teaching, and other efforts consistent with the mission of the new department, there will be a lag as the new unit builds its capacity.

**I. FACULTY AND STAFF CONSULTATION**
The college Policy and Planning Committee and the Multicultural Concerns Committee and the college Office of Research and Evaluation contributed to the work of the Executive Committee in writing this compact. The drafts and final copy will be distributed to the entire college community.

**J. REPORT SUMMARY AND ALLOCATION SUMMARY**

1. **Tuition** – The agreed-upon FY 2005-06 tuition revenue estimate for General College is $9,376,094.
2. **ICR** – The agreed-upon FY 2005-06 ICR revenue estimate for General College is $41,400 (49.5% of $83,636).
## Reports Summary

### Historical Allocation Summary
**FY 1999 through 2005 Compact Investments**

<table>
<thead>
<tr>
<th>FY99-02</th>
<th>FY2003</th>
<th>FY2004</th>
<th>FY2005</th>
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<tbody>
<tr>
<td>Breadth Initiative-Faculty</td>
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<td>Depth Initiative-Programming</td>
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<td>Dev. Ed./Post Baccalaureate</td>
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<td>Counselor In U HELP Center</td>
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<td>Freshmen Seminars</td>
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<td>Writing Intensive Courses</td>
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<td>Student Parent HELP Center</td>
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<td>Faculty Sabbatical Supp.</td>
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<td>1st Yr. Learning Grants</td>
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<td><strong>Total</strong></td>
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<td><strong>$137,000</strong></td>
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### Central Allocation Summary – FY 2005-06

**FY 2006 Amount**

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<th>Nonrecurring</th>
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<td>Writing Intensive Courses</td>
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<td>TRIO – Grant in Aid</td>
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<td>Minority Faculty Hires</td>
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<td>TA/RA Salary Increase Support</td>
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<td><strong>Total FY 2005-06</strong></td>
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