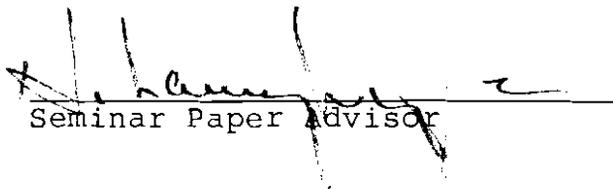


UNIVERSITY OF WISCONSIN-LA CROSSE

COLLEGE OF EDUCATION

Candidate: Carrie Lee Frederickson

I recommend acceptance of this seminar paper in partial fulfillment of this candidate's requirements for the degree Master of Science in Education-College Student Personnel.


Seminar Paper Advisor

May 13, 1987
Date

This seminar paper is approved for the College of Education.


Dean, Graduate Studies

May 13, 1987
Date

A HISTORICAL OVERVIEW OF THE ACADEMIC SKILLS CENTER
AT THE UNIVERSITY OF WISCONSIN-LA CROSSE
FROM FALL 1975 TO SPRING 1985

A SEMINAR PAPER
Presented to
the Graduate Faculty
University of Wisconsin-La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education:
College Student Personnel

by
Carrie L. Frederickson
May, 1987

ACKNOWLEDGEMENTS

The author wishes to express her sincere appreciation and gratitude to Dr. H. L. LePage, advisor, for his guidance, encouragement, and understanding throughout the study.

Grateful acknowledgement is extended to University faculty and staff who contributed resource materials for this study.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Statement of Purpose	3
Historical Sequence of the Paper	4
Need for the Study	4
Limitations of the Study	4
Definition of Terms.	4
II. RELATED LITERATURE	8
III. PHASES OF DEVELOPMENT.	13
Phase I: Development, Implementation, and Dropping of Programs and Services Throughout the Eleven-Year Life of the ASC.	13
Phase II: The Closing of the ASC.	33
SUMMARY.	34
REFERENCES	39
APPENDICES	42

ABSTRACT

The historical study of the University of Wisconsin La Crosse's (UW-L) Academic Skills Center's (ASC) birth, development and closing spans an eleven-year period from the fall of 1975 through the spring of 1985. The ASC was created out of a need to reduce the high attrition rate among freshman and sophomore students at UW-L. Through a reallocation of existing programs and personnel, a Center was created to assess and advise academically high-risk students. The ASC grew in the early years through the addition of two federally funded grants: Special Services and Upward Bound. Two events combined to bring about the closing of the ASC: Fiscal shortfall in the state and UW-System, and the movement to upgrade admission requirements at all Systems schools. This upgrading caused a relocation of remediation programs from college and university settings to elementary and secondary schools. The ASC closed in part from this event, and UW-L's unique fiscal problems and needs.

CHAPTER I
INTRODUCTION

The Academic Skills Center (ASC) was created in the summer preceding the 1975-76 fall semester through reallocation of Student Affairs Division staff and monies. The creation of an ASC was the result of two factors: (a) national and state commitments to disadvantaged (minorities, culturally and economically deprived) students to provide access and support while pursuing programs of post-secondary education; and (b) coordination of existing University of Wisconsin-La Crosse (UW-L) developmental programs and services into one resource and referral center (LePage, 1975). Prior to the creation of the ASC, various offices and units within UW-L offered some remedial and basic skills support services to various student populations, including disadvantaged students (LePage, 1982).

The mission of the new ASC was to develop and implement programs and services to upgrade basic communication and computational skills of the student body with an emphasis on select populations: Bottom Quartile (BQ) - (freshman students who graduate in the bottom quartile of their high school class); Trial Basis (TB) - freshman students admitted to the university on probation who graduated in the bottom

quartile of their high school class and had a composite score of 16 or lower on the ACT composite; General Education Diploma (GED) graduates - freshman students admitted on probation with a GED certificate; special admits, some returning or first-time adult students who needed special academic advising (LePage, 1984). In addition, a federally funded program (Special Services) was later added to the ASC to work with a select population of disadvantaged students: handicapped, first generation college students and rural/urban students and students of minority heritage. Another federally funded program, Upward Bound, was to serve disadvantaged high school students within a 50-mile radius of La Crosse, who were culturally and academically disadvantaged as a result of their educational setting.

These two federally funded grants contributed greatly to the overall mission of the ASC by targeting select populations for additional services from those available through the ASC. To help eligible students attain academic success, the ASC modified two credit bearing courses: Developmental Reading (RDED 105); and Introduction to University Services (JSED 101), later changed to Orientation to the University, (JSED 101). In addition to these two credit bearing courses, numerous short term programs and services were developed during the early years of the ASC's operation. They included programs in: study skills, typing, academic advising, tutoring and diagnostic testing; and

workshops in: new student orientation, writing skills and adult study skills .

Other specialized programs for disadvantaged students were developed and offered included: handicap services, summer pre-collegiate and upward bound programs.

A number of criteria were used in the evaluation of ASC programs and services. From an analysis of student records, data showed that students who received ASC services had higher retention, GPA, and academic standing compared to their counterparts who did not receive ASC services. Overall, ASC evaluations were strongly positive and qualitative in nature. Although ASC programs and services proved valuable to select populations, due to fiscal constraints imposed by UW-System Central Administration on all UW-institutions, the UW-L Administrative, and faculty and student governance counsels cut the ASC as one of several program reductions to meet budget reduction goals. The rationale' given by the counsels for cutting the ASC was that UW-L needed to demphasize programs and services targeted for low ability and/or high risk students, with the exception of minority and handicapped students, and concentrate more on meeting the needs of the academically better prepared student (Personal Communication, 1986).

Statement of Purpose

The primary purpose of this historical review was to trace the growth, development and closing of the ASC at the

University of Wisconsin-La Crosse, from fall 1975 to spring 1985.

Historical Sequence of the Paper

Phase I: Development, implementation, and dropping of programs and services throughout the eleven-year life of the ASC.

Phase II: The closing of the ASC.

Need For the Study

There was very little organized information compiled in one source relating to the development, implementation of ASC programs and services, and the closing of the ASC. This study was an attempt to provide an overview of the ASC's life as a unit within the service sector of the university and to explain the factors underlying its development and closing.

Limitations of the Study

For the purpose of this historical review, the following limitation is made: This study is limited to the history of the growth, development, and closing of the University of Wisconsin-La Crosse Academic Skills Center.

Definition of Terms

Academic Development Division: A division in the University which consists of the following offices: Academic Skills Center, Admissions Office, Career Services, Counseling and Testing Center, and the Minority Affairs Office.

UW-L Administrative Offices: Administrative offices include: Chancellor; Vice Chancellor; Assistant Vice Chancellor, Academic Development; Assistant Vice Chancellor, Academic Services; and the deans of Student Affairs, College of Arts, Letters and Sciences, College of Education, Graduate Studies, College of Health, Physical Education and Recreation, and College of Business Administration.

UW-L Governance Counsels: The governance counsels consist of UW-L faculty and student senates.

UW-System Schools: The University of Wisconsin System consists of 13 universities and 14 two-year centers. Included is extension service utilized by over 1,300,000 people each year. UW-Systems mission, is instruction, research, extended training, and public service to educate people and improve the human condition.

Student Services: UW-L offers a number of services to enhance student growth, both academic and personal. The various student services include: Admissions, Career Services, The Counseling and Testing Center, Financial Aids, Health Center, Housing, and Student Centers and Activities.

Academically Disadvantaged: Academically disadvantaged students are students who come from high schools which have provided inadequate preparation for college level work. Small, rural, and inner city high schools frequently lack the resources to prepare students for college level work and

are identified by federal and state agencies as providing a substandard education. Receipt of a GED certificate also constitutes academic disadvantage.

Culturally Disadvantaged: Students living in rural or urban settings where exposure to a broad range of social experiences is not possible or is very difficult, are considered by federal and state governments as disadvantaged.

Disadvantaged Students: Students considered to be disadvantage include, handicapped students, students of minority heritage, first generation college students and students who are economically, culturally, and/or academically disadvantaged.

Economically Disadvantaged: Economically disadvantaged students are students who come from a low income family as a computation based on family income and number of dependents (determined by HEW Federal Guidelines For Low Income Families).

High Risk Students: Students considered to be high risk include students who are: in the bottom quartile, (BQ) of their high school graduation class, trial basis (TB) students, BQ students who score at or below 16 on the ACT. GED diploma students, special admit students, students of minority heritage, handicapped students, and all disadvantaged students.

Titles for ASC tutored math courses:

Math 101 - Mathematics for elementary teachers I

102 - Mathematics for elementary teachers II

111 - Intermediate Algebra

122 - College Algebra and Trigonometry

200 - Business Calculus

205 - Elementary Statistics

207 - Calculus and Analytic Geometry I

208 - Calculus and Analytic Geometry II

Study Skills Workshops: Study Skills Workshops consisted of individual and small group sessions designed to improve one's skill in a) note-taking, b) outlining texts and lecture materials, c) skimming texts, d) budgeting study and leisure time, e) memorization, f) taking essay and objective tests, and g) library use.

Attrition: For purposes of this study, students declared ineligible due to low academic performance are counted in attrition data.

CHAPTER II

RELATED LITERATURE

The basic collegiate skills building programs and services developed throughout the UW-System institutions during the past 10 to 15 years came about as a result of falling test scores on national college entrance exams and to the increased number of older (nontraditional) students and minorities entering higher education (Personal Communication, 1986). From 1962 to 1975, the Scholastic Aptitude Tests (SAT) used for admission to colleges, showed a drop of 30 points in mathematics scores, from 502 to 472 (New Math," 1976). Verbal scores on the SAT have fallen 44 points since 1962-63 (Scully, 1976). The composite scores on tests of the American College Testing Program (ACT) have also fallen from a standard score of 20.0 in 1964-65 to 18.7 in 1973-74 (Scully, 1976).

A drop in the number of high school students taking traditional academic courses may be a prime reason for the widely reported decline in national college entrance exams scores according to a study conducted by Wiley and Harnischfeger (1976), both from the University of Chicago. They found that over a two-year period, from 1970-71 to 1972-73, there had been a "sizable drop in the proportions of students enrolling in the traditional basic courses of the college-preparatory curricula": Enrollments in English courses dropped 11 per cent,

enrollments in general mathematics fell by 15 per cent, and enrollments in the traditional history courses fell six per cent (Scully, 1976).

A second study, conducted by ACT, indicated that much of the decline in test scores may also be due to increased enrollments of the new clientele termed by Cross (Naymen, Wilson, Corazzini, 1976), "the new students of the 1970's"; "ethnic minorities, low income whites, older and part-time students--whose increased enrollment in post-secondary educational institutions was made possible by open admission and affirmative action policies".

The intention of this review of literature is to familiarise the reader with the services provided by learning centers at similar UW-institutions showing the types of programs developed within the UW-System as a direct result of declining scores on national college entrance exams and increased diverse student populations. Secondly, this review will serve as a frame of reference in relating and comparing those services to the services once provided by the ASC. Many ASC programs and services were developed and revised and dropped over the eleven-year period the ASC was in existence. The ASC paralleled similar programs within the UW-System. Twenty such programs in Wisconsin were included in the Survey of Learning Centers in Higher Education publication (ASC Staff, 1987). Sixteen of the 20 schools surveyed offered a pre-collegiate and/or minority

disadvantaged program. Most of the UW-learning centers offered students assistance in reading, writing and mathematics plus tutoring in most content area (ASC Staff, 1978).

Although the services varied among UW-learning centers, they all shared the common goal of providing academic support services for the student body. UW-Parkside's learning center is an example that closely paralleled the ASC. UW-Parkside offers college-credit courses and programs designed to develop skills in writing, math, reading and study techniques. They also offer non-credit workshops on note- and test-taking, time organization and individual study on programmed instructional materials on specific topics. Other similar programs and services offered by UW-Parkside include: early admission summer program for high school graduates, tutoring, adult study skills workshops and a minority disadvantaged program (Bauer, 1976).

Perhaps even closer in likeness to former ASC programs and services is UW-Oshkosh's Developmental Education Program (DEP). The DEP was established in the fall of 1975 to assist students who showed poor preparation for college upon graduating from high school. The DEP was designed to assist students develop better study habits, better reading and writing skills, and provide other supportive services. The DEP program was designed primarily for students who were

educationally disadvantaged. For example, students who were from low income or minority backgrounds were of limited English-speaking ability, were culturally deprived, and/or were physically handicapped ("UW-System Compensatory Program Report", 1985). Included in UW-Oshkosh's DEP were courses in developmental reading skills, fundamentals of English, and basic algebra.

These UW-Oshkosh courses were offered for credit but did not count toward the number of credits needed for graduation. Development and Education Program also offered one-to-one or small group tutoring in areas such as English, mathematics and biology.

The pre-college program at UW-Oshkosh was a summer experience and was designed to provide academic and personal development courses and activities for recently graduated seniors (or students who wanted to get a head start in their college career).

UW-Oshkosh also offered non-credit courses in reading, study skills, time management, note taking and test-taking. Other services provided during the academic year included basic skills assessment (testing), tutoring, and minority disadvantaged advising and tutoring ("UW-System Compensatory Program Report", 1985).

This review of related literature and an examination of existing learning programs and services offered in the

UW-System, clearly shows a similarity in program development and populations served through learning centers in the UW-institutions.

CHAPTER III
PHASES OF DEVELOPMENT

This study of the historical growth and development of the ASC can be shown through the development, implementation and dropping of ASC programs and services over the 11 year period it was in existence. Fiscal problems system wide caused UW-L to reprioritize it's student services. One service which was cut was the ASC. This chapter will trace the phases of historical growth and closing of the ASC.

Phase one: Development, implementation, and dropping of programs and services throughout the 11 year life of the ASC.

Following, are brief descriptions of ASC programs and services developed, implemented, and dropped over the ASC's 11 year existence.

New Student Orientation: In 1965, the Admissions Office developed a New Student Orientation Program. In 1975, this program was transferred to the ASC. Mr. Cal Helming, an ASC staff member, became the new workshop coordinator (Personal Communication, 1987). The New Student Orientation Program was a three-day orientation program for freshman, transfer, and first-time adult students offered during registration week fall and spring semesters. Formal and informal sessions were planned to a) provide opportunities

for new students to familiarize themselves with available services and facilities of the university, and b) to provide opportunities for new students to develop personal relationships with other students (Helming, 1977). These orientation sessions involved speakers, information tables manned by representatives of various campus organizations, small group sessions led by student leaders, dances, movies, recreation activities, and tours of the campus. Each August these activities were held over a three day period prior to the beginning of classes. In January, only a half a day was used during the registration period for orientation due to the small number of new freshmen (Helming, 1977). Staff from all student affairs units participated in the orientation program as did members from all academic departments and administrative offices.

When Mr. Helming retired in 1983, his position along with the New Student Orientation Program, was transferred back to the Admissions Office. The 1986 three-day New Student Orientation Program offered freshman and transfer students the opportunity to become familiar with UW-L facilities and services via information sessions, campus activities/ organizations information booths, and campus tours. Students also had the opportunity to register for fall classes, and take placement exams for math and foreign language classes. Recreational activities were also scheduled and included movies,

a Hawaiian Luau, and The Great River Traditional Music and Crafts Festival (Lewis, 1986).

Development Reading 105: Developmental Reading 105, (RDED 105), was originally developed by the English department when their required five-credit English 110 course was broken into two separate but related courses: English 110, three credits, and RDED 105, two credits. When the ASC was created in 1975, RDED 105 was transferred to the ASC along with two staff members from the English department, Jeanne Reed, Genevieve Koenig, to teach RDED 105 (LePage, 1982). This course was designed to increase efficiency in reading comprehension, rate, and vocabulary. Attention was also given to selected study skills in areas such as note-taking, test-taking, listening, concentration, and memory.

Students met for two class hours a week plus 10 hours of lab work. Despite the 10 hours of lab work for this 2-credit course, an average of 225 students took this course each semester. Annual surveys of students who had taken the course showed that it was considered very helpful in meeting the academic requirements of other basic studies courses; 85% of the students report that the course improved their reading skills and study techniques (LePage, 1984).

Ten sections of RDED 105 continued to be taught following the close of the ASC in 1985-86. Two of the sections were taught by Special Services staff. The other eight sections

were taught by former ASC staff member Dr. Robert Nelson, and Charlene Holler, who were assigned to the Counseling and Testing Center.

Typing: The ASC's typing service was initially developed in 1975 as a way to familiarize students with ASC services, while also providing accessible typewriters for both on- and off- campus students. The ASC hired a student to teach typing and monitor the use of the typewriters during evening hours. Although the typing lessons were very popular, the program ended in 1978 due to the lack of funds needed to keep the heavily used typewriters in repair. The typing service not only helped spread the news of the ASC's opening, but it also brought in referrals for academic assessment (Personal Communication, 1986).

Introduction to University Services, JSED 101:

Introduction to University Services, JSED 101, was an eight-week one-credit course created in 1975 to introduce the available institutional resources, services, and programs at UW-L. JSED 101 was designed to meet the special needs of select freshman, sophomore, returning, and adult students in order to facilitate their adjustment and success at UW-L (Walsh, 1985). Most students taking the course were either academically naive, lacked goals and direction, and/or had little exposure to collegiate life.

JSED 101 content units involved study skills, personal

and emotional factors affecting academic performance, career exploration, goal setting, value identification, and decision making skills. Campus tours were also incorporated into class time to help familiarize students with the various student service offices where they could receive assistance (Helming, 1981).

JSED 101 ran from fall semester 1976 through spring semester 1985. In 1985, JSED 101 was not approved for continuation by the faculty senate. This change was part of the faculty's attempt to eliminate credit bearing courses taught outside of regular academic departments.

Although JSED 101 was eliminated in 1986, it was successful in assisting many students from special populations adjust to university life and succeed academically (Personal Communication, 1987).

Academic Advising: Academic advisement of entering freshmen ranking in the bottom quartile (BQ) of their high school class were assigned to the ASC late in the spring of the 1975-76 academic year by the Committee on Academic Policies and Standards (CAPS) as a special pilot project. The advisement project was assigned to the ASC to determine if a special advisement/tutorial program could affect the academic performance of an academically high risk population (Personal Communication, 1987).

The pilot project was initiated fall semester, 1976-77.

Part of the special advisement treatment given to the BQ student included general pre-registration assessment of academic strengths and weaknesses, guaranteed course selection based on academic competency, and assigning periodic weekly or bi-monthly academic review sessions with ASC staff. Special advisement was to terminate after one semester and all academic advising turned over to the students' college advisor. This pilot project proved to be successful in reducing attrition among BQ students, and in increasing their GPA average as a group, thus it became ongoing throughout the ASC's existence (LePage, 1982).

Because the BQ pilot project was so successful, CAPS assigned several other academically high risk student populations to the ASC for advisement and tutoring, namely, Trial Basis (TB), minorities, disadvantaged, and non-traditional students age 25 and older. ASC advisors assessed academic aptitude and abilities through (a) a review of the students' high school performance records, (b) screening tests in math, and English to diagnose possible learning problems, and (c) individual psychological tests (when needed). These assessment measures along with one-to-one advising, and tutoring maximized academic success for these academically high risk students (Personal Communication, 1987).

In 1978, Special Services offered eligible students advising and remedial programs. Each eligible special services'

student was assigned an advisor who assisted the student in areas such as: test-taking, note-taking, time management skills, drop and add courses selection, and referrals to needed resources and agencies. In exchange, the students were to be committed to the Special Services Project by complying with the conditions stated in their contract (Mitchem, 1984). See Appendix A.

Peer Counseling-Advising Program: The Peer Counseling-Advising Program (PC-AP) was a student-to-student advising and counseling program designed to help select probationary student groups and minority students adjust to university life. The PC-AP was found to be especially helpful to students who felt intimidated by the university environment, felt inferior academically due to their substandard high school preparation, and/or felt uncomfortable in a predominantly white, middleclass conservative community. The PC-AP was initiated fall semester 1978-79 by a minority staff member, La Vere Jackson, who had worked with a similar program at another university.

The goal of PC-AP was to increase the probability of academic success among select groups of students by:

- a) helping each student adjust to his/her new environment,
- b) provideing assistance in developing realistic academic goals, and
- c) working with the students to develop and improve their reading, writing and study skills (Jackson,

1980). The PC-AP dissolved when its' coordinator, Ms. Laverne Jackson, resigned in 1981. Her position was never refunded to the ASC.

Compressed Speech: In 1978, the ASC initiated a tutorial program for students in psychology 201. The need for tutoring in this course was recognized by both psychology department staff and ASC staff. To accommodate the large number of students seeking tutoring, the audio visual department staff taped the lectures using a compressed speech format. Students were able to sign out special tape recorders that allowed them to hear the lectures at up to two and a half times their regular speed.

This innovative approach to tutoring psychology 201 was well received and considered for other basic studies courses having large lectures.

The compressed speech program was dropped in 1981 due to budget cutbacks in the ASC. The Psychology department did not feel they could pick up the expenses of taping, and student help costs to monitor the distribution of tapes (Personal Communication, 1987).

Special Services Project: In 1978, UW-L received a \$163,000 Special Services Grant from the Federal Department of Health, Education and Welfare. This grant required the university to identify and work with 450 disadvantaged students at UW-L (Campbell, 1978).

The Special Services Project was housed in the ASC.

William Campbell, director of the special services project, reported to Dr. H. L. LePage, director of the ASC. Several staff members of the ASC also served as adjunct members of the special services staff. The ASC and special services project shared staff, office facilities, and materials to meet student needs.

The Special Services Project was designed to provide free supportive services to eligible (post-secondary) disadvantaged and handicapped students. The services provided were intended to enhance the participants' skills and increase their retention and graduate rates.

Students were eligible to participate in the Special Services Project if: (a) they came from a low income family as determined by federal guidelines, (b) neither parent graduated from a four-year college and/or university, (c) they were physically handicapped (Campbell, 1978). Approximately 450 students participated in the Special Services Project annually.

The services offered through the Special Services Project included: a) Personal advisement/Counseling; b) Academic Advisement; c) Instruction in Reading, Writing and Study Skills; d) Instruction/Tutoring In Biology; e) Instruction/Tutoring Math; f) personal short-term advising/counseling. Where the needs of the student were assessed and a remedial plan developed;

Academic Advising: Prior to registration, all eligible Special Service probationary freshmen attended an advising session to determine the appropriate classes to take. Students were advised to enroll in classes based upon scores from their placement tests and an assessment of their skills and interests. All Special Service participants were assigned an advisor. The advisor assisted students in areas such as note-taking, test-taking, time management skills, drop and add course selection. The advisor also made referrals to needed resource agencies and informed students of study skill workshops, and tutoring sessions in reading, math, and biology (Mitchem, 1984).

Instruction In Reading, Writing and Study Skills: The reading specialist taught two sections of RDED 105. These two sections were approximately half the size of the regular RDED 105 sections taught by the ASC staff. Special Services eligible students were placed in these sections, especially learning disabled students, so that they could received more individualized instruction.

The Special Services reading specialist tutored students individually who scored below the 20 percentile on the McGraw-Hill Reading Test. These students received intensive remediation for reading problems as determined on college level reading evaluations and independant reading assignments. The reading specialist also offered vocabulary sessions and a walk-in period where students could get tutoring and/or help with any academic concern.

The reading specialist was the liaison person with the handicapped student services office and provided services for learning disabled students. Services ranged from taping vocabulary lessons to proofreading class papers and essays (Mitchem, 1984).

Instruction/Tutoring in Biology: At the beginning of each semester, the Special Services Project staff provided the biology faculty with a list of eligible participants who were enrolled in the Biology 100 Course. When Special Services eligible students experienced difficulty in this basic studies course, they were recommended by the instructor to seek the assistance provided by the Special Services biology specialist.

Biology 100 tutoring sessions ran approximately one to one and a half hours in length and served to review and reinforce concepts that were being taught by the biology 100 faculty member. In addition, academic performance was monitored bi-monthly through the use of grade sheets from the biology instructors. Instructors, in turn, were informed of student progress and attendance in the special tutoring sessions (Mitchem, 1984).

Instruction/Tutoring In Mathematics: The Special Services math specialist offered students help in the following math courses: 101, 102, 111, 122, 200, 205, 207, and 208. The math specialist's tutoring schedule was posted so that students knew when to come in for help. Students who didn't get

enough help from the specialist, and students whose schedules didn't match that of the specialist, were given names of student tutors recommended by the math department. A similar procedure was followed for those students who wanted to do pre-107, 101 or 205 math work. Basically, students were helped in small group settings as well as individually. A non-credit basic algebra course was also offered at noon Monday through Thursday (Mitchem, 1984).

In 1981, The Department of Health, Education, and Welfare approved a grant proposal from special services requesting additional funding (\$35,030) to develop a handicap service component to their existing federally funded student support project (Personal Communication, 1987). Prior to receiving additional funding for the handicap component, the ASC had attempted to provide some services required by handicapped students.

In 1979, William Campbell, ASC staff member, was given the additional responsibility of coordinating handicap services. The ASC had provided approximately \$1,700 of student help services for 20 students with hearing, sight, and mobility impairment problems during 1978-79. In 1981 more than a 1,000 hours of paid student help service was designated for handicap services, all diverted from the campus tutoring budget. Despite these extraordinary efforts, many students were not served (Campbell, 1981). Today, the Handicapped/Learning Disabled Student Services is dedicated

to promoting the independence and success of students with physical and psychological disabilities. A wide variety of services are available for greater campus accessibility, program accommodation and academic/personal growth. Services to handicap students include: Assessment, note-takers in class, readers, tutoring, large print typing of classroom materials, textbooks on cassette tape, use of special equipment (cassette recorders, talking calculator, portable desk, and low vision aids), pre-registration help, academic advising, wheelchair/mobility assistance, and individual and group counseling. The UW-L Handicapped Awareness Association (HAA) and a learning disabled support group is also available to students for additional support (Kerrigan, 1981).

More than 600 students enrolled at UW-L during the 1983-84 school year had a disability or a significant health problem which affected their daily living. These disabilities included approximately 50 learning disabled students, more than 90 with heart murmur or disease, and 50 with vision or hearing disabilities (Kerrigan, 1984). In 1986-87, Handicap Services served approximately 100 to 150 students. Most of the services provided were in the areas of tutoring, note-taking, and test-taking (Personal Communication, 1987).

Upward Bound: In the fall of 1979, the UW-L Upward Bound grant proposal was funded (\$133,622) by the Department of Health, Education and Welfare. The Upward Bound Program

was designed to serve disadvantaged high school students within a 50-mile radius of La Crosse who had the potential to succeed at the postsecondary educational level if given the supportive services while still in high school (Personal Communication, 1987).

The objective of Upward Bound was to develop the academic skills and motivation necessary for success at the postsecondary level. Emphasis was placed on helping students develop a positive attitude towards school, promoting personal growth and a positive self-concept and developing social skills. The program had two main components: a) academic remediation and skill development and b) social growth and development.

In the Academic Component, students received course instruction and skill building in mathematics, reading, natural and social sciences and communications. The purpose of the Academic Component was to complement the student's educational and environmental experiences by providing additional exposure to those courses outside that received from regular high school classes. Students were also exposed to educational films, magazines, books, newspapers and games. Activities were designed to develop oral and written language, self-expression, and further interaction among peers. Comprehensive needs assessments were conducted of each student by the Director, Upward Bound counselor, and ASC staff in order to determine strengths and weaknesses of each student. A variety of tests were administered to students to determine:

reading abilities, writing skills, understanding of math concepts, and social and personal development. Test results were analyzed and interpreted by ASC staff in cooperation with the Upward Bound Director and Program Counselor. Scores obtained on the various diagnostic tools were used in assisting students in areas such as academics, study habits and attitudes toward school (Carter, 1978).

The social component included attending UW-L sponsored events such as: Indian Awareness Week, Black Culture Week, The Great River Traditional Music and Crafts Festival, sports events. Cultural-social programs were presented by special guest speakers and entertainers, and included plays, concerts, and other activities held on campus. Career exploration field trips were organized to Lutheran Hospital and Gunderson Clinic, Trane Corporation, Heileman's Brewery, and other industries and social service agencies in the La Crosse Area. Students were also exposed to a minimum of three career exploration conferences presented by the Upward Bound Director, the Upward Bound counselor, college personnel, and representatives from various professions and skilled trades (Carter, 1978).

Upward Bound has demonstrated its' effectiveness in the community. Approximately 100 students participate in the program each year, approximately 55 students participate during the academic year and approximately 45 students participate during the summer program. Approximately 15

Upward Bound participants graduate from high school each year and go on to a postsecondary institution for further work thereby meeting the goal of the program. In 1986, the Upward Bound program was approved for another three-year funding cycle (Personal Communication, 1987).

Adult Study Skill Workshops: In 1979, the ASC offered a review of the basic study skills in weekend non-credit summer workshops to help develop and reinforce effective study techniques for prospective and currently enrolled adult students, those students age 25 and older. Many adult students in these workshops were returning to school after spending a period of time out of a formal education setting.

The goals of the workshop were: a) to reinforce efficient study skills, b) to reassure adult learners that they could succeed academically and instill confidence in their own abilities, c) to provide an opportunity to meet other adult students who have similar interests and concerns, and d) to acquaint current and prospective adult students with the university. The units covered during the workshops included: goals and campus services, how to study and budget time, notetaking, test taking and reading review techniques (Walsh, 1980). These workshops were very successful and is shown by being one of the ASCs' longest running workshops. These workshops were offered annually from 1979, until the ASC closed in 1986 (Personal Communication, 1986).

The Pre-Collegiate Summer Program: The UW-L Pre-Collegiate

Summer Program was created in 1974 by two members of the history department, Dr. George Carter and Dr. James Parker, who formed the Institute for Minority Studies (IMS). Some state grant money was used to fund this program. When IMS closed in 1979-80, the administration of the pre-collegiate program was assigned to the ASC and was included under the federally funded Special Services project (LePage, 1974; 1980).

The main objective of the pre-collegiate program was to provide a select population of minority/disadvantaged students the academic and non-academic skills needed to survive in college through an intensive five- to six-week summer program prior to the beginning of their freshman year in college (Personal Communication, 1987).

The pre-collegiate program was modified significantly over the eight years the ASC was responsible for its administration. From 1979 to 1984, the pre-collegiate program ran from five to six weeks. The programs' format included both an academic and social component. The Academic component during the five- to six-week period involved mini-courses in RDED 105, study skills, English 109 (a developmental composition class), JSED 101, and a career workshop (JSED 110).

JSED 101, JSED 110 and RDED 105, were combined and used for the purpose of awarding from one to three credits to those who successfully completed the program.

Intensive advising was provided to make sure each

student was keeping on task; tutoring and counseling was also provided as needed (Campbell, 1980).

The social component of the pre-collegiate summer program was designed to orient the student to the university and the community. The pre-collegiate program duplicated as much as possible the living conditions of the regular academic year, enabling the pre-collegiate students to become accustomed to life in the residence halls before the beginning of fall semester. Regular social and recreational events were scheduled in order to develop ties among students, and between students and staff (Campbell, 1982).

A major programmatic change was initiated in 1984. The mini-unit format was dropped and replaced by a regular eight-week summer school format where students took classes directly from the summer school schedule.

Three factors led to this change. First, faculty were critical of credit awarded for the mini-courses from regular courses under the College of Education. Second, the upgrading of admission requirements system wide placed greater emphasis on traditional college prep courses in high school - students will be expected to demonstrate their aptitude for regular college level courses immediately upon entering college. Third, instructional salary costs consumed most of the pre-collegiate budget under the five- to six-week summer programs.

Having pre-collegiate students conform to the same

credit bearing courses all others had to give the new summer program credibility (LePage, 1974). By changing to an eight-week regular summer school format, students were recruited as regular admits in good standing, thus the program changed its name from the Pre-Collegiate program to Trial Basis Summer Program. In 1985, the Trial Basis Program offered participants intensive tutoring, academic advising and study techniques while taking a six-credit full-time summer course load. Social activities and area sight seeing trips were also planned for the participants to help break up the long study periods and help students feel more comfortable and confident in their new setting (LePage, 1985).

Summer Workshop For Freshman: A summer workshop, Getting Ready For College, was designed in 1980 for incoming freshmen to experience a realistic impression of college life, university services and facilities, class schedules, and residence hall living.

Students were recruited during the summer advanced registration period, paying a \$50.00 fee to cover expenses of living in the residence hall, eating on the meal plan, recreation and special programs, and school materials. Graduate students from the College Student Personnel Program worked under the supervision of Mr. Cal Helming.

The basic objectives of the workshop included a) improving study skills, B) making the transition from high school to

college, and, c) becoming familiar with UW-L facilities and services (Helming, 1978). Workshop topics included: Time Management, How to Listen Effectively, How to Take Notes, How to Read Textbooks and Other Materials, How to Prepare for and Take Exams, How to Use The Library, Writing Skills, Adjustments to College Life, and How to Improve Your College Life Through Organizations, Student Activities and Other Programs. There were also several small group sessions led by graduate students and the workshop coordinator. These sessions dealt with relationships with roommates, loneliness, fears, making new friends, classes, and financial concerns. In addition, tours were taken of the campus and classrooms, the library, and student activity areas. The students also attended a class held during the summer session (Helming, 1978).

The Summer workshops provided two major opportunities for learning: a learning experience for graduate students who were interested in orientation programming; and a learning experience for new freshmen as they began their college career.

In 1983, the summer workshop, "Getting Ready For College, was transferred to the Admissions Office (Personal Communication, 1987). The 1986 Admission Office's Getting Ready For College offered sessions on: academic information, department updates, study skills, and small group discussions. Campus and city tours were also given along with scheduled

recreational activities (Wagner, 1987).

The Admission Office's five-day workshop was limited to 35 incoming freshmen, at a cost of \$125.00 (Personal Communication, 1987). The change from ASC to Admissions Office did not substantially change the workshop format.

Clinic In Career Planning: JSED 110, Clinic in Career Planning, was a one-credit course designed to enable students to integrate and conceptualize the relationship between self and the world of work. Broad aspects of these elements, including educational needs, career opportunities, and occupational and personal qualities, were presented to facilitate a more objective career choice.

This course was offered only a few semesters, beginning with September, 1982-83. It was also used to award credit to pre-collegiate students in the summer programs from 1975 to 1984. The course was not continued during the regular academic semesters due to the lack of teaching faculty. In 1984, the faculty senate reviewed a number of courses; JSED 110 lost its credit, thus the course was dropped from the pre-collegiate program (Personal Communication, 1987).

Phase Two: The Closing of the ASC

Due to fiscal constraints imposed by UW-System Central Administration, UW-L was forced to cut back on various programs and services. The UW-L administrative and student and faculty governance counsels prioritized the programs and services for cutbacks. One of the service areas to

be cut back was the newly formed Academic Development Division. The Academic Development Division made the proposal, to UW-L administrative and governance councils, to cut the ASC as its contribution to budget shortfall (Personal Communication, 1987). The rationale given for cutting the ASC was that UW-L needed to deemphasize programs and services targeted for low ability and/or academically high risk students, with the exception of minority and physically handicapped students, and to concentrate more on meeting the needs of the academically better prepared student (Personal Communication, 1986).

SUMMARY

This study was an attempt to provide an overview of the ASCs' life as a unit within the service sector of UW-L. The primary purpose of this historical review was to trace the growth, development, and closing of the ASC at UW-L from fall 1975 to spring 1985.

The ASC was created in the summer preceding the 1975-76 fall semester through reallocation of Student Affairs Division staff and monies. The creation of the ASC was the result of two factors: a) national and state commitments to disadvantaged students to provide access and support while pursuing programs of post-secondary education; and b) coordination of existing UW-L developmental programs and services into one resource and referral center.

The mission of the new ASC was to develop and implement programs and services to upgrade basic communication and

computational skills of the student body with an emphasis on select populations: BQ, TB, GED students, and special admits. Two federally funded programs, Special Services, and Upward Bound, were later added to the ASC to work with select populations of disadvantaged students: Handicapped, first generation college students, minorities, and culturally, and academically disadvantaged high school students from a 50-mile radius of La Crosse. These two federally funded grants contributed greatly to the overall mission of the ASC by targeting select populations for additional services from those available through the ASC.

The basic collegiate skills building programs and services developed throughout the UW-System institutions during the past 10 to 15 years came about as a result of falling test scores on national college entrance exams and to the increased number of non-traditional students and minorities entering higher education. The ASC's programs and services paralleled other learning center programs within the UW-System. Twenty such programs in Wisconsin were included in the Survey of Learning Centers in Higher Education. Although the services varied at each UW learning center, they all shared the common goal of providing academic support services for the student body. The review of literature, and existing learning programs and services offered in the UW-System, show similarities to the ASC in their program development and populations served.

To help eligible students attain academic success, the ASC modified and offered two courses: RDED 105, and JSED 101. In addition to these credit bearing courses, numerous short term programs and services were developed during the early years of the ASCs operation. They included programs and workshops in: study skills, typing, academic advising, tutoring, and diagnostic testing; workshops in new student orientation, writing skills and adult study skills.

In 1978, UW-L received a (\$163,000) special services grant from the Federal Department of Health, Education and Welfare. This grant required the university to identify and work with 450 disadvantaged students at UW-L. The special services project was housed in the ASC. William Campbell, director of the special services project, reported to Dr. H. L. LePage, Director of the ASC. Several staff members of the ASC also served as adjunct members of the special services staff. The special services project was designed to provide free supportive services to eligible (postsecondary) disadvantaged and handicapped students. The services provided were intended to enhance the participants' skills and increase their retention and graduate rates. Some of the services offered through the Special Services Project included the following: Personal advisement/counseling, academic advising, instruction in reading, writing and study

skills, and instruction and tutoring in biology, and math.

In the fall of 1979, the UW-L Upward Bound grant proposal was funded (\$133,622) by the Department of Health, Education, and Welfare. The Upward Bound Program was designed to serve disadvantaged high school students within a 50-mile radius of La Crosse who had the potential to succeed at the postsecondary educational level if given the supportive services while still in high school. Emphasis was placed on helping students develop a positive attitude toward school, promoting personal growth, a positive self concept, and social skills and behavior. The program had two main components: a) academic remediation and skill development and b) social growth and development. In 1986, the Upward Bound program was approved for another three-year funding cycle.

In 1981, The Department of Health, Education, and Welfare approved a grant proposal from Special Services requesting additional funding (\$35,030) to develop a handicap service component to their existing federally funded student support project. Today, the Handicapped/Learning Disabled Student Services is dedicated to promoting the independence and success of students with physical disabilities. A wide variety of services are available for greater campus accessibility, program accommodation and academic/personal growth. In 1986-87, Handicap Services served approximately

100 to 150 students, most of whom required services in tutoring, notetaking, and test taking.

A number of criteria were used in the evaluation of ASC programs and services. From student questionnaires, data showed that students who received services had high retention; GPA, and academic standing compared to their counterparts who did not receive ASC services. Overall, ASC evaluations were strongly positive and qualitative in nature.

Although ASC programs and services proved valuable to select populations, due to fiscal constraints imposed by UW-System Central Administration on all UW-institutions, UW-L received a mandate requesting UW-L to cut back. The UW-L Academic Development Division was one of several areas asked to cut back. They in turn, decided that cuts should be made in student support services. The ASC closed in spring 1985.

REFERENCES

- Academic Skill Center Staff, (1978). Learning Centers in Higher Education. ACPA Commission XVI Report.
- Bauer, O. F. (1976). Memo on campus planning or development work concerning teaching in the basic skills of English composition and/or mathematics. Unpublished manuscript.
- Campbell, W. E. (1978-1979). Final 1978-1979 Special Services Report. Unpublished Manuscript.
- Campbell, W. E. (1980). Pre-Collegiate Program, 1980. Unpublished Manuscript.
- Campbell, W. E. (1981). Handicap Project Proposal. Unpublished Manuscript.
- Campbell, W. E. (1982). Pre-Collegiate Program Audit and Review. Unpublished Manuscript.
- Carter, G. (1978). Upward Bound Program Proposal. Unpublished Manuscript.
- Helming, C. (1977-1978). New Student Orientation Yearly Report. Unpublished Manuscript.
- Helming, C. (1978). Memo on Summer Workshop: Getting Ready for College. Unpublished Manuscript.
- Jackson, L. (1980). Peer Counseling and Advising Program Semester Report. Unpublished Manuscript.
- Kerrigan, L. (1981). Brochure on Navigating as a Disadvantaged Student at UW-L. Unpublished Manuscript.
- Kerrigan, L. (1984). Brochure on Accommodation in the Classroom. Unpublished Manuscript.
- LePage, H. L. (1975). Memo regarding Purpose and Discription of the Academic Skill Center. Unpublished Manuscript.
- LePage, H. L. (1982). The Academic Skills Center Audit and Review. Unpublished Manuscript.
- LePage, H. L. (1982). Memo to Dr. Nord. Unpublished Manuscript.

- LePage, H. L. (1984). Memo to Joan Yeatman Regarding Academic Skills Center Programs and Services. Unpublished Manuscript.
- LePage, H. L. (1984). Memo Regarding Proposal for a New Minority Summer Institute Replacing the Pre-Collegiate Program. Unpublished Manuscript.
- LePage, H. L. (1985). Trial Basis Program. Unpublished Manuscript.
- LePage, H. L. (1987). Memo regarding Review of Audit and Review Process. Unpublished Manuscript.
- Lewis, T. (1986). Brochure on New Student Orientation. Unpublished Manuscript.
- Lewis, T. (1986). Brochure on Getting Ready For College. Unpublished Manuscript.
- Mitchem, A. M. (1984). Special Services Overview. Unpublished Manuscript.
- Nayman, R., Wilson, S. E. & Corazzini, J. G. (1976). Student Development Series. Unpublished Manuscript, Colorado State University.
- Newmath. (1976, October). U.S. News and World Report.
- Nord, R. (1983). Ad Hoc Committee Report to Faculty Senate. Unpublished Manuscript.
- Scully, M. G. (1976, February). Whats Causing the Drop in College Entrance Scores? The Chronicle of Higher Education, p. 3.
- University of Wisconsin System Compensatory Program Report. (1975). Appendix B Part III.
- Walsh, C. (1980). Semester Program Report. The Confidence Game. Unpublished Manuscript.
- Walsh, C. (1985). Semester Report For Orientation to the University. Unpublished Manuscript.
- Personal Communication, M. Coady, 1987.
- Personal Communication, G. Grimsled, 1987.
- Personal Communication, H. L. LePage, 1986, 1987.

- Personal Communication, T. Lewis, 1987.
- Personal Communication, B. Nelson, 1987.
- Personal Communication, D. Wagner, 1987.
- Personal Communication, C. Walsh, 1987.
- Personal Communication, D. Whitmer, 1986.
- Personal Communication, C. Vanmaren, 1987.

APPENDIX A

University of Wisconsin La Crosse

Academic Skills Center

Wilder Hall
785-8535

SPECIAL SERVICES STUDENT CONTRACT

Welcome, you have been selected to participate in the Special Services Project. Our mission is to help you achieve your academic goals by offering a program of advising and academic assistance geared to your strengths and weaknesses. In this contract we agree to give you personal academic support and in return we ask for your commitment to the conditions listed below. We will consult with you regularly and provide support services for you as needed. In return, since your success depends upon your efforts, you agree to the following:

1. I agree that _____ is my advisor for the _____ semester of the _____ school year (Fall, Spring, Summer)
2. I will meet with my advisor _____ a month for my first semester, _____ times per term thereafter for course planning, progress checks, etc.
3. I will attend classes regularly and contact my instructors in case of illness.
4. I will complete all assignments, lab hours, projects and examinations required in my classes.
5. I will inform my advisor of tutoring needs.
6. I will adhere to the recommendations my advisor and I reach together.

Due to the limitations in personnel I understand that if I fail to abide by the above, that I will be dropped from the program.

_____ Student _____ Date

_____ Advisor, _____ Special Services
(year) Project

APPENDIX B

University of Wisconsin La Crosse

Academic Skills Center

Wilder Hall
785-8535

INFORMATION SHEET



CREDITED COURSE

Developmental Reading RDED 105 2 credits



NON-CREDIT COURSES AND WORKSHOPS

Mathematics: Basic Algebra
Review Sessions for 100 & 200 level courses
Pre-Math 205 (Statistics)
Pre-Math 107 (Contemporary Math)

Reading: How to Study for History
Study Skills Workshops
Assessment of Reading Problems

Science: Biology 100 Review Sessions

Communication: Writing, Speaking



SPECIAL PROGRAMS AND SERVICES

Academic Assessment/Advisement
Study Skills and Time Budgeting Sessions
Tutoring – In Basic Studies Courses
T.V. Series on Basic Study Skills – (Campus Ch. 6)
Trial Basis Summer Program – Eight-Week College Program
for High School Graduates
La Crosse Institute for the Talented (LIFT) – Minority Meritorious Program
Confidence Game – Study Skills Workshop for Returning Adults



FEDERAL TRIO GRANT PROJECTS

Upward Bound – Federally Eligible High School Students
Special Services – Federally Eligible College Students
Handicapped Student Services – Physical/Learning Disabilities

APPENDIX C

PERSONNEL

Anderson, Celia	Reading Specialist	1977-1978
Beane, Kathy	Center Secretary	1984-1986
Borer, Ms. Dale	Academic Skills Advisor	August 1975- January 1976
Campbell, William	Special Services Director	1977-1983
Coady, Mary	Special Services Administrative Assistant	1985-Present
Donnermeyer, Gary	Biology Specialist	1981-1984
Esquinn, Luis	Minority Advisor	1976-1977
Glasshoff, Pam	Center Secretary	1975-1977
Groves, Lynn	Advising Coordinator	1978-1979 1981-1984
Harrison, David	Writing Specialist	1978-1980
Heinrichs, Mary	Special Services Advising Coordinator	1983-Present
Helming, Cal	Orientation Advisor	1975-1983
Holler, Charlene	Academic Skills Advisor	1976-1985
Huff, Donald	Biology Specialist	1983-1984
Jackson, Ms. Laverne	Coordinator of Peer Counseling/Advising	1978-1981
Jones, Katie	Upward Bound Project Counselor	1979-1981
Julson, Karen	Center Secretary	1977-1984
Karrigan, Patrick	Upward Bound Career Coordinator	1983-1985
Kerrigan, Linda	Handicap Services Coordinator	1981-1986
Koening, Genevieve	Reading 105 Coordinator	1975-1976
LePage H. L.	Academic Skills Center Director	1975-1985
Machmichael, Sue	Special Services Reading Specialist	1983-Present
Manter, Neida	Special Services Math Specialist	1978-Present
Meisenheimer, Marylin	Upward Bound Director	1981-Present
Mitchem, Maria	Special Services Director	1984-1986
Moore, Mary	Reading and Study Skills Specialist	1979-1981

Munson, Mary	Reading Specialist	1981-1982
Morac, Kathy	LTE Project Secretary	December 1979- April 1981
Nelson, Robert	Reading 105 Coordinator	1976-Present
Pederson, Dr. Joyce	Academic Skills Advisor	1976-1976
Redman, Jerry	Biology Specialist	1985-1986
Reed, Jeanne	Reading Specialist	1975-1976
Reese, Edward	Assistant Upward Bound Director	1984-Present
Rivera, Roberto	Academic Advisor	August 1979- October 1979
Roberts, Itzen, Kathleen	Upward Bound Director	1979-1981
Severson, Susan	Biology Specialist	1978-1981
Simmons, Sandra	Reading Specialist	1981-1983
Speetzen, Susan	Upward Bound Counselor	1981-1982
Thibodeau, Thomas	Assistant Upward Bound Director	1982-1984
Tichy, Barbra	Biology Specialist	August 1983- January 1986
VanMaren, Cathy	Upward Bound Secretary	1985-Present
Walsh, Colleen	Academic Skills Advisor	1976-Present
Zachel, Gretchen	Upward Bound Coordinator	1980-1981