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The Portland State University Educational Center: a study of a new approach to off-campus education

Harvey L. Rice
Portland State University

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AN ABSTRACT OF THE THESIS OF Harvey L. Rice for the Master of Science in Teaching presented November 22, 1972.

Title: The Portland State University Educational Center:
A Study of A New Approach to Off-Campus Education.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:

Leonard D. Cain, Chairman

Sumner H. Sharpe

David E. Willis

The P.S.U. Educational Center is an attempt to facilitate the access of Portland's inner city residents to higher education. It is an attempt to overcome the bitterness, defeatism and mistrust that many of these people feel toward education. In its four year history the Center has grown rapidly. The number of people served by the Center per term has risen from 15 in 1969 to 1,300 in 1972. Course offerings have increased from 5 to nearly 30. The Center offers both college credit and other types of courses at nominal fees. An evaluation of the Center--based in part on a student survey conducted in January, 1972--indicates that while the Center has been

substantially effective in meeting its objectives it is also reaching a large number of people with advanced educational and occupational achievements than would normally be expected. But this is not an overwhelming trend. The Center is also reaching those of poverty backgrounds and limited education. Racially, the Center serves all ethnic groups. The actual count of students responding to an ethnic identification item on a questionnaire distributed during Winter term, 1972 are; American Indian, 2; Oriental, 5; Negro/Black American, 146; Spanish Surnamed, 1; Caucasian, 87. The majority of those registering at the Center do so for the purpose of earning college credit.

In conclusion this thesis makes recommendations for the additional funding of the Center, for changes in the policy of the State Board of Higher Education that would allow for the provision of salaried teaching personnel from the various departments within the University, for the commitment of such personnel to the Center, for larger and more adequate physical facilities for the Center, for the elimination of the G.E.D. program, for the stabilization of the fee arrangement, for a survey to determine if the Center is doing its best to reach the people who could most benefit from its services, for the granting of legitimate status to the Ed Center, and for the institution by the Admissions office of P.S.U. of an active program to recruit students from the Center to the main campus of the University.

THE PORTLAND STATE UNIVERSITY EDUCATIONAL
CENTER: A STUDY OF A NEW APPROACH
TO OFF-CAMPUS EDUCATION

by

HARVEY L. RICE

A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE
in
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1972

TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

The members of the Committee approve the thesis of
Harvey L. Rice presented November 22, 1972.

Leonard D. Cain, Chairman

Sumner H. Sharp

David E. Willis

APPROVED:

George C. Hoffmann, Dean, College of Social Science

David T. Clark, Dean of Graduate Studies and Research

November 22, 1972

PREFACE

Since May of 1970 I have had the good fortune to be associated with the Portland State University Educational Center in the capacity of Assistant Director. This thesis has largely been a result of my personal involvement with and interest in the Center and its goals. While much of the thesis has been researched in the traditional manner, a significant portion of the information and much (if not all) of the insight has resulted from my association with the Center.

Information gathered from books, periodicals, letters, and other printed sources has been cited as such in the footnotes. Where no citation is given for information used it may be assumed that such information was gathered by myself. Exceptions to this are noted in the text. In the Tables and other presentations of statistical data, the time periods represented are those for which such data is available. My intention was to present the entire history of the Center's development; where information presented is incomplete in terms of the chronology of the Center, it is so because the necessary data was not available. No attempt was made to select particular terms or years in order to bolster preconceptions.

One of the most troublesome (even though minor) problems in writing this thesis has been the question of how to handle my own role in the history of the Center. My approach has been to refer to myself in the third person (i.e., Mr. Rice, or The Assistant Director) in an effort to promote objectivity and avoid disrupting the style of the thesis.

H. L. Rice
Assistant Director
P.S.U. Education Center
August, 1972

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CHAPTER I

INTRODUCTION

How may a large, urban university successfully attract, as students, those members of the urban poor whose lack of financial resources and self confidence have previously barred them from participation in higher education? Seeking an answer to the foregoing question represents the central problem of this thesis. More specifically this thesis will examine the Portland State University Educational Center, Portland, Oregon, as one possible kind of answer to this question. In that regard the question should be restated to read "Can an institution such as the P.S.U. Ed Center be an effective tool in recruiting the urban poor into college level classes and routing them to undergraduate degree programs?"

The Center is an off campus facility, located in a poverty area of N.E. Portland, Oregon. The Center offers college level courses at greatly reduced fees. Other courses relating to the urban poor and their needs are also offered. Ideally the function of the Center is to provide a meaningful and successful first encounter with higher education for the individuals described above. The goals of the Center are to provide its students with three

services: 1) a requisite number of credit hours (twelve) to become regularly admitted students at Portland State University or other institutions within the Oregon System of Higher Education; 2) the necessary counseling and guidance to help the student deal with his or her individual educational needs; 3) enough academic success to bolster the student's self confidence to the point where he has a chance to succeed in a more traditional educational setting.

This thesis will examine the operations of the Center in some detail in order to assess whether or not it is an effective tool for attracting the identified individuals to the university, and whether or not it is successfully meeting the stated goals. On the basis of this assessment, recommendations will be made concerning the future course of the Center and of similar institutions.

I. THE PROBLEM IN PERSPECTIVE

A survey of the relevant literature reveals that the problems and goals of the Center are not unique. This survey has also been valuable in gaining information about the specific needs and characteristics of the urban poor in general and those in Portland in particular.

Higher education in the United States has traditionally been reserved for a very select body of individuals. These individuals were, for the most part, the "college age" sons and daughters of the middle and upper socioeconomic classes.¹ That this is no longer the case has

become increasingly clear in recent years. The National University Extension Association reports that Educational institutions around the nation are now recognizing the need to provide higher education opportunities to individuals who do not fit the traditional picture of the "college student."² Of particular concern is the role of the traditional educational institution in relation to the urban poor.³

The responses of the universities to the crisis in the inner cities of America include a number of widely diverse activities. Studies and projects are under way to determine the causes of the deterioration of urban areas. Problems of race, housing, air pollution, and community planning, are receiving new emphasis, and urban topics are commanding ever larger portions of university resources.⁴ Additionally, programs have been instituted to train the experts needed to deal with the new urban problems. Also the utilization of such experts has, in many cases, taken new directions.

Laudable as these efforts are, they are for the most part not germane to the central problem of this thesis and are mentioned in passing merely as an indication of the new concern for the plight of the cities presently being shown by institutions of higher education.

In addition to their functions of research and the training of experts, universities are also teaching

institutions, and it is with this role that this thesis is concerned.

"How may the university make its most essential service, higher education, more readily available to the urban poor?" One answer to this question has been to "bring the classroom to the inner city."⁵ This is being done in a number of cities, largely through the use of University extension units. The NUEA describes such extension units:

Extending the physical facilities of the university beyond campus boundaries has long been a role of university extension units. Now, in attempts to dissolve barriers between the university and the inner city, extension is seeking new off-campus sites in the heart of the ghettos or poverty neighborhoods. Often these are comprehensive centers offering not only university level adult education, but a broad range of services such as youth education, counseling, consumer education and legal aid.⁶

Only partial listing of the cities and universities involved in such programs can be included here. The University of Utah's Division of Continuing Education is operating a Central City Community Center in Salt Lake City. In cooperation with a number of community agencies this center provides such services as tutorial assistance, counseling and consumer education. There are regular university level courses offered by the University of Minnesota in two Minneapolis communities where the residents might hesitate to approach the University. Under this program classes in humanities, social science and

psychology are being taught in locations within a public housing community. The University of California Extension, Los Angeles, is establishing centers in minority areas of the city.

Wayne State University of Detroit, Michigan, has been particularly aggressive in relating the university to the needs of the urban poor and so warrants closer examination. Since 1969 Wayne State has sponsored some forty programs designed to help the inner city poor of Detroit. One of these programs has enrolled over six hundred of Detroit's poor youths at Wayne State. In addition the university has created the Division of Urban Extension. One function of this division has been the opening of a number of Community Extension Centers. Conrad Mallet describes this program:

Simply stated the purpose of the Community Extension Centers is to bring the portable feast of university knowledge, skills and service to those who are unable to come to the main campus.⁷

These centers are located in Detroit's poor neighborhoods and were established only after meetings were held with representatives of the neighborhoods involved in order to solicit their opinions about what the members of the community thought the University could do to assist them. Millet points out that "Great care was taken at the meetings not to raise expectations that the University could not meet."⁸

Locating a university extension site in the inner

city is certainly a major step in the process of reaching those urban dwellers who normally would not find their way to a campus, but in and of itself it is not enough. In addition to physical relocation there must also be a re-ordering of priorities and a rethinking of established policy in the light of new conditions. The special needs, characteristics and problems of the student from an urban poverty area must be recognized and understood.

The concentration of the poor and of minority individuals in the least affluent urban areas is a self-perpetuating phenomenon. Originally forced into these areas through poverty and/or discrimination, they and their descendants are locked in by the lack of opportunity for educational or economic advancement afforded by their environment.⁹

At least one recent author has addressed himself to the problem of describing the inner city youth in a way that elucidates his differences from other economically and educationally disadvantaged individuals and the problems that affect his education. Gordon D. Morgan in The Ghetto College Student: A Descriptive Essay on College Youth from the Inner City describes a number of characteristic attitudes exhibited by these individuals.

The following description is derived from Morgan. The general attitudes toward education exhibited by the ghetto student are defeatism, bitterness, insecurity, and an

affinity for mass or group action in preference to individualism. Defeatism and bitterness toward education are most likely the result of the inner city youth's early encounters with inadequate elementary and secondary education. Inner city schools are often over-crowded, under-financed, and staffed by teachers who have serious doubts about the learning ability of their students. For his part, the ghetto youth has serious doubts about the value of academic success. His models are likely to be individuals who have made their way through means other than education. Failure and defeat are so much a part of the daily life of the urban poor that the student may be predisposed to accept them as normal and unalterable. Unsatisfactory experiences in school, coupled with the multiple frustrations of ghetto life have instilled a great deal of bitterness in these students. That some of this bitterness is directed toward educators and educational institutions should not be surprising. School may easily have been the first place in which an inner city child realized that the wider society considered him a failure. Schools, as part of the system and able in extreme cases to enforce their will with police power, have become for many of these youths symbols of repression and domination.

Morgan goes on to observe that life in the inner city is not conducive to emotional and psychological security. Students from these areas often manifest insecurity in ways

that traditional educational institutions find particularly troublesome such as: temper tantrums over academic failures; infantile manipulation of teachers; misplaced aggressions; destructiveness; and the inability to confront authority figures without recourse to infantilism.

Individuals in the inner city may see themselves as helpless pawns in a game over which they have little or no control. Because of this, many ghetto students find their greatest strength and highest level of effectiveness as members of large groups.

In addition to these general attitudes toward education, Morgan has also characterized a number of attitudes exhibited by ghetto students in the classroom. These include: an orientation toward "beating the system"; disinclination toward and little patience with required readings; lack of discrimination between any work and quality work; avoidance of subjects with stress analytical and critical thinking; the tendency to underate the value of those areas in which the student is deficient; the choice, as role models, of persons who have dropped out of legitimate society or who live on its fringes.

Attitudes toward instructors are characterized by the belief that many traditional teachers are alienated from the students they teach. The teacher may seem (indeed, may actually be) aloof, punitively oriented and unconvinced that the student has any academic or social potential.

In terms of professional plans, the ghetto student is typically undecided for the first several years of his college career. Years of socialization within an environment that places little or no emphasis on professionalization have left many of these students with the desire for education, but no firm commitment to a specific direction.

The discussion of these attitudes and problems brings to mind the oft discussed and much abused concept of cultural deprivation. I would like to discuss this concept briefly at this point, since it bears on Morgan's seemingly pejorative descriptions of the ghetto student.

In the anthropological and sociological senses of the word "culture," it is impossible to speak of cultural deprivation (except in certain rare instances of extreme isolation of individuals). Every individual is born into, surrounded by and socialized into a culture that becomes his own. Cultural deprivation is an ethnocentric concept. When one says that a group or individual is culturally deprived, the speaker is, in actuality, making the statement that he considers his own culture to be superior to that of the person or persons that he is talking about. Obviously, the people that he is speaking about may not be in agreement with his assessment of their culture.

Individuals from cultures other than what might be described as "mainstream American culture" are often economically and educationally handicapped. But the cause

of these handicaps lies not in the minority culture, but in the majority culture that dominates the political, economic, and educational institutions of the society. Different is not inferior and culturally diverse is not culturally deprived. The economic and educational problems of a group should be approached on an economic and educational basis, not on the assumption that the culture of the group is somehow lacking in intrinsic worth. That some people are at a disadvantage in a culture that is not their own should not be surprising, neither should it be taken as an indication that they will be at a similar disadvantage in all cultures. Thus, in addition to the easily demonstrated economic and educational deprivation of America's urban poor, there has recently been added the stigma of being labeled "culturally deprived." It should be noted that Morgan's description of the ghetto student, while enlightening and valuable in many ways, is far from complete. The portion of the urban population living in poverty areas and desirous of higher education is not limited to the young black men and women that Morgan discusses. The inner cities, while including large numbers of the young and black, also houses many of the nation's elderly, poor whites, Indians, Chicanos, Orientals, and other economically and disadvantaged groups.

To characterize these diverse peoples as a single group would not only be foolish, but self defeating.

However, certain general statements can be made about them as a group. Many, if not most, of them lack the financial means to attend college in the traditional manner. The residents of the urban poverty centers are among the poorest groups in the nation. Besides having to contend with the not inconsiderable costs of tuition, fees, and books, the inner city resident is likely to be married and a parent. For a low income individual with a family, attending college full time may be entirely out of the question. Even to attend part time may be difficult for a person who is earning only enough for the immediate necessities of survival. (Many colleges and universities actually discriminate financially against part-time students. For example, Portland State University--with which this study is most directly concerned--charges tuition and fees of \$172.00 per quarter for a full time resident student taking fifteen hours. A student taking one third as many credits must pay \$81.00, nearly half as much, in tuition.)

Many inner city residents also lack the requisite self confidence to attend a university in the traditional manner. They have been told too often that they are not "college material." They may have been imbued with the folk image of the college students as a sports car driving, affluent young white. Many of them feel that there is an unbridgeable gap between their own world of substandard housing, overcrowded schools, high unemployment and the

isolated campus surrounded by green lawns dotted with trees and reflection pools. As Morgan and others have pointed out, the early experiences of many of these individuals in regard to education may have been almost entirely negative.

Certainly not all, perhaps not even a majority, of inner city residents suffer from both of these handicaps. Financial problems can be overcome, and some scholarship and workstudy money as well as loans and other forms of aid are available. And some inner city residents have few or no problems seeing themselves as potentially successful in college. Many of these individuals are finding their way to the campus. Enrollments of the black and the poor are rising each year at most colleges and universities.¹⁰

But for those who are not able to overcome problems of finance and self confidence, new programs and new approaches are indicated. "Urban Ghetto residents lacking the finances and self confidence to enroll at a traditional campus" have been specifically named, in the United States Government Report on Higher Education for March, 1971, as one of the categories of people that could benefit substantially from new approaches to off-campus education.¹¹

For the past five years, Portland State University has been engaged in efforts to attract more minority and low income students. While Portland is not New York or Chicago, it does have a significant number of urban residents living below the poverty level, and it faces to

some degree the same urban problems as other cities in the nation. In December of 1968, as part of Portland's participation in the Model Cities program, a Comprehensive City Demonstration Program was compiled and published.¹² It had this to say about the causes of educational problems among the residents of the Model Cities area:

The problems faced by the black community in Portland generally reflect the problems faced by black Americans all over the country. The patterns of discrimination and low socio-economic status that exist in the nation at large exist in Portland. The kind of problems that spring from these patterns in the nation at large exist in Portland. The problems may differ in degree and intensity, but not in kind.¹³

It continues:

Colleges located in the Portland area are not responsive to the needs of black students. Admission requirements do not take into account the special problems that the young black adult is faced with through poor previous training. . . . the black community, through a combination of social prejudices, discrimination, inadequate income and irrelevant course preparation in high school, inherits problems which are uniquely black. Colleges in the Portland area have either failed or have been unwilling to take these factors into consideration.¹⁴

Since the publication of this plan, Portland State University has responded to the need to facilitate the access of low income minority individuals to the University. The first of these is called Operation Plus.

Operation Plus is a program under which a number of students who do not meet the University's entrance requirements may still be admitted to Portland State University. The State Board of Higher Education has limited the number

of students eligible, for the program is limited to three per cent of the University's previous year's freshman enrollment. (In actual numbers this amounted to fifty-three in 1968, fifty-one in 1969, and fifty-five in 1970.) These students are recruited from area high schools and from other sources such as the Job Corps Center at Tongue Point, and from several Oregon Indian reservations. Through special course work, advising, and financial assistance, a majority of the students entering this program have successfully completed one or more years at the University.¹⁵ Operation Plus appears to be a successful program, but in terms of the problems discussed in this thesis it suffers from several limitations. It includes a rather small number of students. And it is not aimed specifically at the urban poor.

Portland State's second attempt at opening the University to low income and minority students came out of meetings of the Task Force for Disadvantaged Students. The program originally referred to as the Albina Presence (derived from the name of the predominantly black Albina area of Portland) was intended to be a half-way house, linking the black community with the University. Courses were to be offered in black studies and in college preparatory areas.

Eventually a quite different sort of program emerged, a program offering courses for college credit, with no

admission requirements, and with nominal fees (six dollars for credit courses and one dollar for non credit). This was the Portland State University Educational Center.

The remainder of this thesis will consist of an examination of the Center's operation over its four year history, an assessment of how well or how poorly it has met the goals identified in the introduction to this chapter, and recommendations for the future operations of the Center.

FOOTNOTES

Chapter I

¹Newman, Frank, et. al., Report on Higher Education. (Washington, U.S. Government Printing Office, 1971), p. ix. (Hereafter cited as Newman.)

²"Report from NUEA," The NUEA Spectator, XXXIV (February-March, 1969), p. 5.

³Ibid.

⁴Newman, p. 6.

⁵Ibid.

⁶Ibid., p. 11.

⁷Conrad Mallet, "The University in the Urban Community," The NUEA Spectator, XXXIII (December 1968-January 1969, pp. 15-18.

⁸Ibid.

⁹Gordon D. Morgan, The Ghetto College Student: A Descriptive Essay on College Youth from the Inner City, (Iowa City, The American College Testing Program, 1970), p. xiii.

¹⁰Newman, pp. 44-47.

¹¹Ibid.

¹²A description of the Model Cities area and its residents will be provided in the next chapter.

¹³Comprehensive City Demonstration Program, City of Portland, December 1968, Vol. I, 1.40.

¹⁴Ibid., 1.42.

¹⁵Report on Operation Plus, Portland State University, July 1971.

CHAPTER II

POPULATION TO BE SERVED

I. INTRODUCTION

The P.S.U. Education Center grew out of an earlier program known as the Albina Presence. (Albina is the area of North and Northeast Portland that houses the majority of the city's non-white population.)

The Task Force For Disadvantaged Students (originators of Operation Plus [the three per cent program discussed in chapter I] and of the Black Studies program at Portland State) recommended in April of 1968 that \$15,000 be allotted for the establishment of a Portland State presence in the Albina area to serve as a bridge between the University and the urban poor.¹

In August of 1968, The Task Force for Disadvantaged Students--which had originally been comprised primarily of faculty members and representatives of the Administration--was reconstituted by the expanding of the membership to include more students and more community representatives. At that time the Task Force began to examine the educational needs of the Albina community. At its weekly meetings the Task Force heard from spokesmen for agencies and

institutions operating within the black community, from area residents, and other interested groups and individuals. Disagreement between militant black students and other members of the Task Force held up progress for several months. In October, Isaac Nomo, who was then Director of Project Teach, the forerunner of Operation Plus, proposed that the Albina Presence take the form of a black studies center, located in the Albina area. The suggested curriculum was as follows:

1. Evolution	4. Another Country
2. Community Politics	5. Black Psychology
3. The Black Family	6. Swahili

The courses were to be designed especially for blacks and taught by black instructors. The proposed budget for the project's first three terms totalled \$9,500. Students were to be charged \$1.00 per term. Although not part of his written proposal, Mr. Nomo also advocated that the classes be segregated by sex and that all black holidays (such as Black Muslim holidays) be recognized by the proposed center.

Both Task Force members and the President of Portland State, Dr. Gregory Wolfe, were disturbed about the lack of preparatory courses in Math, Reading, and English, and also about the idea of segregation on any basis. With these objections noted, the concept of black studies as the core of the project was approved.

Mr. Nomo was then appointed temporary director of Albina Presence and he began to look for a suitable location for the center. In the meantime, the Task Force set about defining the qualifications desirable in a permanent director. The primary qualifications agreed upon were that the director should enjoy a good rapport with both the black community and with P.S.U., and that he have the ability to involve P.S.U. students in the program.

In January, 1969, the original Task Force was disbanded. In its place, separate boards were appointed to oversee each of the three programs that the Task Force had originated.

Albina Presence became a reality in March, 1969. Four classes were taught at the Martin Luther King grade school in the Albina area. Enrollments were low and community response was poor. The administration of P.S.U. felt that the lack of success was partly attributable to the fact that the program--as it was then constituted--was more suitable for blacks on campus than to those off campus in the black community.

In April, 1969, Harold Williams, a black student at Portland State, was selected as the Director of the Albina Presence project. Funding was increased to \$30,000 per year and the program began to take on a new design. At this time the project's name was changed to the Portland State University Education Center. Facilities were

established in an abandoned furniture store on N.E. Union Avenue (see map in section II. THE MODEL CITIES AREA) and classes were begun in the fall of 1969.

During the five months from his appointment to the opening of the first classes, Mr. Williams went into the community frequently in search of ideas and opinions. On a primarily informal basis, he talked with area residents and businessmen to determine their needs and expectations in regard to the Center.

A number of important decisions were made at this point, not the least of which was that of whom the center should serve. "The Albina Community" is an ambiguous term. Most native Portlanders would be hard pressed to say just where the Albina area starts and ends. Additionally, for many Portlanders, Albina carries with it some distinctly racist implications.

Because of these problems it was decided to avoid the use of the word (and the concept) "Albina." This involved considerably more than a name change. The decision was made that, although the Education Center should be open to all members of the urban community, its primary target population would be the residents of the Model Cities District of Portland which encompasses the area generally recognized as Albina, and that it should be located as centrally as possible in this area.

The federally funded "Model Cities Program" arises

from Title I of the Demonstration Cities and Metropolitan Development Act of 1966. The Act was passed by Congress when it became apparent that physical blight and other socio-economic ills of American Cities could not be solved on a piecemeal project basis. Under this act, cities suffering from urban blight can receive considerable funds for a number of projects aimed at housing, employment, and other social problems. One of the actions that a city must complete to qualify for funds is to define its blighted area. Portland was accepted for participation in the Model Cities Program in April, 1967. The next section of this chapter describes in detail the geographical, sociological, economic, and educational characteristics of the Portland Model Cities District and its residents.

II. THE MODEL CITIES AREA²

The Model cities Area of Portland is a four and one-half square mile area of North and Northeast Portland. The designated boundaries are N.E. Broadway on the south, the Minnesota Freeway on the west, N.E. Ainsworth and N.E. Columbia Boulevard on the north, and N.E. 18th and N.E. 21st on the east. It is divided into eight planning areas roughly corresponding to the areas served by the elementary schools in the area.

The population of the Model Cities area numbers approximately 38,000 (compared to approximately 400,000 for

Portland as a whole). Of this population, 32.1 percent is non-white, compared to 5.6 percent for the entire city. The median age of the population is about 34 years. About 47 percent of the people are male, 53 percent female. Individuals over sixty-five comprise slightly less than 14 percent of the Model Cities population. Over one-half (54 percent) of the population are in the labor force.

Economically, the residents of the Model Cities area are among the least affluent in the City of Portland. The median family income of Model Cities residents is \$5,353 annually, whereas the median family income for Portlanders as a whole is \$6,333. Twenty-three percent of the Model Cities area families have incomes of less than \$3,000, whereas for the city as a whole this figure is only fifteen percent.

Housing is also a problem in the Model Cities area. In this area the median number of persons per housing unit is 2.8, compared to a figure of 2.6 for the city as a whole. The percent of substandard housing (33.2) is nearly double that of the rest of the city (14.4). The median value of houses in this area is \$8,880, about \$2,000 less than the median house value for the whole city. But the median monthly rent is \$75.00, some four dollars per month higher than the figure for the city as a whole. In addition 84.4 percent of the houses in the Model Cities area are more than thirty years old.

X - P.S.U. Ed Center

MAP OF MODEL CITIES AREA

Educationally, the Model Cities residents are also substandard. The median number of years of school completed is only 10.0, as compared to 12.0 for the city as a whole. Only 39.5 percent of the Model Cities residents have completed high school, substantially less than Portlanders in general (50.1 percent).

These data tend to support the following picture of the model cities area; concentration of blacks and other non-white ethnic groups, substandard income, housing, and education.

How much of the difference in economic opportunity between those who reside in the Model Cities area and those who live in other parts of Portland is due to a lack of higher education opportunities? This question cannot be answered with any precision, nor is it in the scope of this thesis to do so. But it would seem to be a not unreasonable assumption that at least some of the economic deprivation of this area is due to a lack of access to institutions of higher learning. Lack of financial resources, of course, is one of the factors limiting the access of area residents to institutions of higher learning. This kind of circularity of causes is one of the major reasons for poverty's becoming a self-perpetuating problem.

Recently, a number of efforts have been undertaken to widen the educational opportunities of Model Cities residents. Portland Community College has established a

satellite campus in the model cities area on N.E. Killingsworth Street. The Cascade Center, as it is called, offers a variety of lower division and technical, vocational courses. However, since class size, tuition, and other factors are very much the same as on the Community College's main campus, the only real advantage that this facility offers for Model Cities residents is that of a convenient geographical location.

The federally funded New Careers Program has been operating in the Model Cities area since 1970. This program is aimed at the professional and job retraining of economically and educationally disadvantaged people. Under this program, participants may have part or all of their higher education subsidized. Since 1970 the New Careers program has utilized the physical facilities of the Education Center for its classes in Sociology, Health Sciences, Speech, and English Composition. For the problem being considered in this thesis, New Careers has two distinct drawbacks; it is limited in the number of students it can handle (approximately 100 at the present time), and those earning college credit through the program must meet the regular admission requirements of the institution granting the credit (Portland State University in this case).

Portland School District No. 1, through its Career Opportunities Program, has assisted a small number of

Model Cities residents in acquiring a college level education. This program is limited to those currently employed as Teacher Aides in the school district.

Nero Industries, a private concern, operates a program called Operation Step Up designed to provide upward mobility for Model Cities residents who are unemployed or underemployed. The program's primary emphasis is on employment, but some funds are available for education (including college level work) if it is job related.

Other agencies working in the area for the betterment of educational and employment opportunities for Model cities residents include the Concentrated Employment Program, Model Cities, Portland Opportunity Industrialization Center, and Albina Youth Opportunity Schools (primarily concerned with secondary education). With the exception of the Youth Opportunity Schools, these agencies are not engaged in education per se, but only marginally in relation to their primary economic activities.

III. THE NEW APPROACH TO OFF-CAMPUS EDUCATION

Precisely where does the P.S.U. Education Center fit into Model Cities? What is it doing that other agencies and institutions are not or cannot do?

The first part of the answer to this question lies in what the Center does not do. The Center is not an

employment agency and it is not a vocational institute.

The Center's primary function is higher education.

The second part of the answer lies in what the Center does that the other agencies and institutions cannot do. First of all, the fees at the Ed Center are nominal. (The fee for a three credit course is \$6.00. Fees for non-credit courses are \$1.00). Anyone living in the Model Cities area or in either of two other Portland Areas (in the Northwest and Southeast Sections of the city) that have been designated by the Federal government as low income areas, or any person who can demonstrate that he or she is a low income individual, can register at these fee levels.

Secondly, the Center is open to anyone who wishes to attend it (other than students admitted to P.S.U.'s main campus). There are no entrance requirements, no academic suspensions or probation.

Third, the Center is able to offer some upper division courses. (These are a recent addition made possible by a state grant discussed in the next chapter.)

Fourth, the Center operates small classes and provides tutors and other personalized assistance for its students.

The final difference is a matter of purpose. As stated in Chapter I, the purpose of the Center is to act as a bridge between the residents of this poverty area and

the University. Its primary goal is to make it possible for students who could not otherwise do so to enroll eventually on the main campus of Portland State University.

The goal is higher education for poverty area residents. This is a goal that is shared with numerous other agencies and institutions. But in techniques and approach the Center is unique in the Portland area.

The next chapter deals with the development of curriculum and teaching strategies over the four year history of the Education Center. That chapter, along with the data presented in this chapter, will serve as the basis of an evaluation of how well the Center has met the challenge outlined in Chapter I.

Teaching
Center

FOOTNOTES

Chapter II

¹Letter dated April 30, 1968, to Dr. Branford Millar, (president, Portland State College), from Wilson Record, (Disadvantaged Students Task Force).

²All statistical data for the Model Cities Area presented in this section was drawn from A Comprehensive Development Plan for the Model Cities District of Portland, Oregon, Portland City Planning Commission, Portland, Oregon, 1971.

CHAPTER III

CURRICULUM DEVELOPMENT AT THE P.S.U. EDUCATION CENTER

I. GOALS

A curriculum should be designed to meet three sets of needs, those of the students, those of the institution, and those of the society.¹ For the P.S.U. Education Center this meant that a successful curriculum should incorporate these three attributes: be relevant to the residents of the Model Cities District of Portland; be capable of providing the students with the necessary credentials to become admitted students at the university; and be in a position to provide low income urban dwellers with an avenue of upward mobility.

II. INITIAL DEVELOPMENT OF THE CURRICULUM

With the appointment of Harold Williams as Director, and in light of the failure of the Albina Presence project, there came a drastic shift in emphasis. First of all it was recognized that, although the Model Cities area is heavily black, the Center should not be an exclusively black operation, nor should it offer only black studies courses.

Although the Director is primarily responsible for the curriculum, there is an Advisory Board that reflects the three sets of needs previously identified. This board is the one referred to in Chapter II; that is, it is the board that was appointed to replace the original task force which was disbanded in January of 1969. However, the board was not appointed until late in August of 1969. During the intervening time Harold Williams worked virtually alone in the early efforts to get the Center open and develop a relevant curriculum. When the Board was finally appointed it consisted of two students, three representatives of the community (selected by Mr. Williams) and three P.S.U. Faculty members. In its advisory capacity this Board provides the Director with inputs regarding the curriculum needs of those the program is designed to serve. Additionally the Director of the Education Center is responsible to the Dean of Undergraduate Studies and to the Vice President of Academic Affairs of Portland State. (See Figure 1 below).

The actual construction of the curriculum began during the summer of 1969 (this was several months prior to the appointment of the Advisory Board). Seven volunteers were involved in a tutorial program in math and reading. This program was designed to provide tutorial assistance in these basic skills for anyone who felt he needed such help. Many of those who came to the Center were seeking such help

Figure 1. Organizational chart showing the relationship of the P.S.U. Educational Center to Portland State University.

for the specific purpose of passing the G.E.D. examinations. (Successful completion of these examinations is a widely recognized substitute for a high school diploma.) Also during this period, the Director began a personal, highly informal campaign to "take the pulse" of the Model Cities community regarding the educational needs and expectations of its members. He talked to area businessmen, social action agencies working within Model Cities, and with people on the streets. In addition to learning about the needs of the community these contacts also enabled the Director to ascertain what resources were available for the

Center to draw upon.

As a result of these ventures into the community, Mr. Williams identified three distinct groups that the Center could and should serve.²

Those adults, high school graduates over eighteen, who needed or desired college level training comprised one group. Unable to afford even the modest costs of State and Community colleges, many were also being held back by their own doubts concerning their ability to do college level work. Some of these individuals felt that they were stagnating in jobs that demanded too little of them and afforded no opportunity for developing their full potential. Others were in difficulty because they lacked the education necessary to perform jobs for which they had been hired. Representative of this last group were a number of employees of Model Cities Agencies, who are required to demonstrate consistent improvement in job skills in order to retain their positions.

A second group consisted of undereducated adults. These individuals were deficient in such basic skills as reading and writing. Many of them were also very sensitive about these shortcomings. Several businessmen--well known in the Model Cities District--expressed a desire to improve their basic verbal skills. These individuals were hesitant to enroll in anything resembling a remedial class, however, because they were afraid of ridicule and loss of community

status (which could also hurt their economic activities) as a result of making their deficiencies known.

School dropouts comprised the third group. Generally speaking, these were young people whose self confidence had been impaired as a result of repeated negative experiences with the traditional educational system. Unable to function effectively in a normal classroom situation, they needed a learning environment as different as possible from the tightly structured classroom situations which have been at least partly responsible for alienating them from formal education. A significant portion of this group is unemployable due to lack of educational credentials, little or no self-confidence, and poor estimates of self worth.

Besides serving the needs of these three types of potential students, certain other considerations were taken into account in determining the content and nature of the curriculum. The first of these were the academic regulations controlling admissions to the university. As has been previously stated, a student who does not otherwise meet the entrance requirements of Portland State University may be admitted if he or she has earned twelve or more hours of college credit with a grade point average of at least 2.00 at an accredited institution. The admissions office strongly advises that three of these hours be in English Composition and the other nine in the social sciences or humanities. For this reason it was decided

that English Composition and Psychology would be offered every term if possible.

Other factors affecting the curriculum development were physical facilities, available funds, and personnel. Since its opening the Center has been operating out of a "storefront facility." The converted furniture store consists of two classrooms, an auditorium, a lounge, and two offices. The auditorium, through the use of portable moveable partitions, can be divided into a number of makeshift classrooms. However, students and instructors at the Center have frequently complained of noise and ventilation problems. Additionally, it should be noted that the Center has no laboratory facilities, virtually no library and very little in the way of audio visual equipment and other teaching aides. Obviously, the number of courses that can be offered, class size, teaching conditions, and other curriculum concerns are directly affected by the physical facilities of the Center.

During this formative period of the Center's existence, the University was somewhat reluctant to commit resources to it. Possibly this is a result of the dismal lack of success of the Albina Presence project. At any rate the Director and his volunteer staff had a first year budget of only \$30,000 to work with. Rather than institute an extremely small program with only one or two paid instructors, the Center staff solicited volunteer

instructors from various departments within the University. When it became clear that a number of instructors were willing to volunteer their time, the decision was made to spend the available monies on the salaries of the three paid staff members (the Director, a part time Assistant Director, and a secretary). This allowed the construction of a program that, had it had to depend on paid personnel, would have cost around \$400,000 (according to Harold William's estimate).

This brings up one of the most important factors affecting the curriculum of the Center. From the beginning the Center has operated with volunteer instructors. Most of them are members of the Portland State University faculty who donate time to teach at the Center on an unpaid, overload basis. Obviously, this has been a limiting factor in curriculum development. If the Center staff wishes to offer a course in sociology or economics, they must first find a sociologist or economist who is willing to donate time to the Center. But in other respects, the volunteer nature of the instruction has been beneficial to the curriculum. The instructors who teach at the Center do so because they want to and because they are committed to the goals the Center is trying to accomplish.

Intensive tutoring was incorporated as an essential part of the curriculum. The tutors were either faculty members or students at Portland State. Funds were available

for a maximum of two paid tutors per term; the remainder were volunteers. Through arrangements with various departments of the university, some of the student tutors were given credits for their tutoring activities.

III. THE CURRICULUM IN OPERATION

Fall, 1969, was the first term of full scale operations for the Center. Course offerings for that term reflected the factors discussed above. Intermediate Algebra and English Composition were offered for credit. Today's Black America, Problems of Poverty, and Black History (all non credit) were offered in response to community demand. Course offerings for that term also reflected the limitations discussed above; no credit courses in the social sciences were offered because no instructors could be found.

As indicated in Table I, course offerings have expanded considerably in the Center's four years of operations. Composition, Social Sciences, Mathematics and G.E.D. preparation have constituted the core of the course offerings. Some courses, such as the Postal Exam course, designed to prepare Model Cities Residents for successful completion of civil service exams for letter carrier and other Post Office employment, have been instituted as a direct response to community demands. Other courses have been added in response to requests by

TABLE I

P.S.U. ED CENTER COURSE OFFERINGS AND ENROLLMENT
BY TERM, FALL TERM, 1969, THROUGH
SPRING TERM, 1971

TERM	NO. OF STUDENTS
Fall, 1969	
Credit Courses	
Intermediate Algebra	3
English Composition	4
	<u>7</u>
Other Courses and Activities	
Today's Black America	3
Problems of Poverty	2
Black History	3
	<u>8</u>
Total Students for Term	<u><u>15</u></u>
Winter, 1970	
Credit Courses	
Intermediate Algebra	27
English Composition	4
General Sociology	12
General Psychology	5
Poetry Writing	8
	<u>56</u>
Other Courses and Activities	
Postal Exam Class	18
G.E.D. Preparation	11
	<u>29</u>
Total Students for Term	<u><u>85</u></u>
Spring, 1970	
Credit Courses	
Principles of Accounting	1
English Composition	6

TABLE I, CONTINUED

Sketching	3
General Sociology	19
Intermediate Algebra	4
Math for Elementary Teachers	59
Elements of Statistical Methods	2
Poetry Writing	2
General Psychology	17
Typing	8
	<u>121</u>
Other Courses and Activities	
Music	10
G.E.D. Preparation	20
Portland Opportunity	
Industrialization Center	74
	<u>104</u>
Total Students for Term	<u><u>225</u></u>
Summer, 1970	
Credit Courses	
English Composition	37
Intermediate Algebra	14
Math for Elementary Teachers I	14
Math for Elementary Teachers II	31
General Psychology	49
Principles of Accounting	5
	<u>150</u>
Other Courses and Activities	
G.E.D. Preparation	35
Art	16
Music	20
Educational Tours	85
Youth Opportunity Classes	60
	<u>216</u>
Total Students for Term	<u><u>366</u></u>
Fall, 1970	
Credit Courses	
English Composition	21
Elements of Algebra	9
Intermediate Algebra	9

TABLE I. CONTINUED

Math for Elementary Teachers I	10
Math for Elementary Teachers II	8
General Sociology	24
General Psychology	50
Typing	11
Principles of Accounting	15
Clear Thinking	16
New Careers Classes	68
	<u>241</u>
Other Courses and Activities	
Music	27
G.E.D. Preparation	104
Cultural Activities	300
	<u>431</u>
Total Students for Term	<u>672</u>

Winter, 1971

Credit Courses

English Composition 121	34
English Composition 222	27
Elements of Algebra	9
Intermediate Algebra	5
Elementary Mathematics Methods	5
Math for Elementary Teachers I	9
Math for Elementary Teachers II	3
General Sociology	11
General Psychology	39
Typing	2
Principles of Accounting	5
Clear Thinking I	9
Clear Thinking II	11
Marketing	3
New Careers Courses	24
	<u>196</u>

Other Courses and Activities

G.E.D. Preparation	118
Music	22
Cultural Activities	100
Miscellaneous Non-Credit Classes for Model Cities and Other Programs	228
	<u>468</u>

TABLE I, CONTINUED

Total Students for Term	<u>664</u>
Spring, 1971	
Credit Courses	
English Composition 121	35
English Composition 222	27
Elements of Algebra	2
Intermediate Algebra	9
Math for Elementary Teachers I	11
Math for Elementary Teachers II	4
Math for Elementary Teachers III	3
Statistical Methods	13
Elementary Mathematics Methods	5
General Sociology	13
General Psychology	42
Clear Thinking II	28
Clear Thinking III	11
Typing	16
Principles of Accounting	11
New Careers Courses	<u>105</u>
	335
Other Courses and Activities	
Group Counseling	6
G.E.D. Preparation	208
Music	24
Black Cultural Week	266
Black Students' Social Events	175
Tutor Training Classes	70
Career Opportunities Program	
Classes	110
Miscellaneous Non-Credit Classes	
for Model Cities and Other	
Programs	<u>125</u>
	984
Total Students for Term	<u>1,319</u>

Center students and at the request of agencies working within the community.

Course offerings and enrollment are only part of the story. Of equal importance are the teaching techniques

and strategies that have been developed and used at the Center. Two instructors who have been involved with the Ed Center from its inception will serve as models for illustrating these things.

Dr. Anthony Wolk, Associate Professor of English, stresses the need to break down traditional teaching concepts. He believes that the role of teacher as enforcer is inadequate and counter-productive. He further contends that "authoritarian attitudes on the part of the staff [of an educational institution] are alien to education." His English Composition classes are conducted on a highly informal basis. Students and tutors sit side by side and participate on an equal basis in classroom discussions. Outside of class, tutors and students work together on assignments on a one-to-one basis.³

Mrs. Mildred Bennett, Associate Professor Mathematics, and a member of the original task force, has achieved many successes in working with students who have "been damaged in past educational experiences." Under her direction, mathematics instructors and tutors work with each student individually to determine his or her level of past achievement. With this level as a starting point, work is allowed to progress at the student's own pace. With instruction and tutoring, some students progress rapidly. Those who respond more slowly are protected from the stigma of failure because they are not in competition with anyone.

Each advance that a student makes, however small, is rewarded with praise and recognition in an effort to build up the student's self confidence.⁴

Informality, openly structured learning situations, and the removal of barriers between students and teachers are the most important elements of the educational experience that a student encounters at the Center.

In May of 1970, Mr. Harvey L. Rice was hired as the Center's first full time Assistant Director. From this point on, the curriculum development was largely a result of his personal efforts. Two actions that Mr. Rice took had immediate and substantial influence on the development of the curriculum. The first of these actions was the search for new sources of funding, resulting in the \$49,000 discussed in the next paragraph. The second action was the expansion of the Advisory Board. Four new members were added, bringing the Board's size up to twelve. The four additional members were all interested citizens (some of them were also students at the Ed Center) selected from the Model Cities community. The addition of these members did much toward establishing closer contact between the Center and the community it is attempting to serve.

In the fall of 1971 the Education Center staff began the preparation of an application for additional funding under Title I of the 1965 Higher Education Act. The need for this funding had become readily apparent during the

first two years of the Center's operations. Students were asking for new courses, for a wider variety of credit courses, and in particular for upper division courses. The grant application requested funds for the following programs:

- (a) Expand the G.E.D. program and secure more tutors.
- (b) Expand present lower division courses (Basic Mathematics, English, Sociology, Psychology) to include Political Science, History, Speech, Science (Ecology and Environment), Business, Reading and Study skills.
- (c) Offer in-service training and relevant upper division courses for those employed persons, such as those employed by Model Cities Agencies, seeking job upgrading.
- (d) Offer selected Adult Education courses to Senior Citizens in Sociology (Role of Older People in the Community), Speech, Writing, Creative Arts.⁵

The amount of money requested from the state was \$49,023, to be matched by \$39,360 from Portland State University. (Details of the budget are presented in Table II on the following page.) It was expected that this would allow the Center to serve some five hundred more individuals. The grant was awarded shortly before the beginning of Winter Term, 1972.

With this award the Center was able to add a number of new credit courses to the curriculum and for the first time was able to add to its paid staff. Although most of the thirty instructors were still volunteers, funds were available to pay two Graduate Assistants, two Teaching

TABLE II

BUDGET SUMMARY FOR EDUCATIONAL CENTER PROGRAMS
FUNDED UNDER TITLE I, HIGHER
EDUCATION ACT, 1965

ITEM	INSTITUTIONAL SHARE	TITLE I SHARE	TOTAL
(1) Salaries/Wages	16,000	31,300	47,300
(2) Employee Benefits	1,740	3,405	5,145
Subtotals	17,740	34,705	52,445
(3) Communications		300	300
(4) Supplies and materials		2,050	2,050
(5) Contract Services		500	500
(6) Consultants			
(7) Evaluation		4,889	4,889
(8) Travel		500	500
Subtotals		8,249	8,249
(9) Equipment			
(10) Space Rental			
Subtotals			
(11) Other direct costs			
TOTAL DIRECT COSTS	17,740	42,954	60,694
INDIRECT COSTS	21,620	6,069	27,689
<u>BUDGET TOTAL</u>	39,360	49,023	88,383

Assistants and two additional Tutors per term.

Information regarding the most recent terms of the Center's operation is not complete and is not included in Table II. However, for the sake of completeness, the following information should be noted.

New courses for Winter Term, 1972, included the following: Concepts of Fiction (Eng. 199), Math Essentials for

Statistics (Math 199), American Fiction (Eng 364), The People and the City (PS 407), Fundamentals of Speech (Sp 111), Research (AL 401), History of Western Civilization (Hst 102), Beginning Art Studio (AA 199), Music Fundamentals (Mus 381), Introduction to Chicano Literature (AL 199), Figure Fitness (PE 180), Weight Training (PE 190), and Reading and Study Skills (GST 199).

Although complete figures for the number of persons using the Center in Winter Term, 1972, are not available, the figures for enrollment in college credit classes and in the G.E.D. classes are known. They are 367 and 75 students respectively. (The comparable figures for earlier years are 56 and 11 for 1970, and 196 and 118 for 1971.)

IV. CONCLUSIONS

Thus far, the discussion of the curriculum has been confined to a brief statement of its goals, and of the history of its development. The question that must be asked now is how effective the curriculum has been in meeting the needs of the Model Cities area residents. The question of how well the Center has been meeting its own goal of moving its students on to the main campus of the University or to other institutions of higher education, along with a number of related questions, will be taken up in the next chapter. The question that will concern

us here is primarily that of the relation of the curriculum to the community.

As has already been stated the Center, both formally (through the Advisory Board) and informally, is exposed to input from the community. Specific offerings, such as the G.E.D. courses, demonstrate that the Center has been responsive to these inputs at least part of the time.

However, if the Center is being truly responsive to the community at least two things must be true:

(a) The Center must be serving a reasonable number of people.

(b) The students at the Center should be fairly representative of the community.

The first of these is at once the easiest and the hardest to determine. As shown in Table II, enrollment and participation in courses and other activities at the Center has totalled some 3,316 persons for the period from September 1969 to June, 1971. It cannot, because of inadequate records, be accurately estimated how many different individuals this represents, since there is a carryover from term to term. However, the numbers do indicate that interest and participation in the Center has grown steadily (See Figure II for a graph of enrollment growth.)

More detailed information is available for more recent periods of the Center's operation. In Winter Term, 1972, a survey was conducted by this author to determine

Figure 2. Enrollment Growth (in credit courses)
September 1969 to June 1971.

some of the characteristics of the Center's students. The information was gathered in the following manner. A questionnaire (see Figure 3) was designed by the Center staff with the cooperation of the Advisory Council and Mrs. Nan Phillips, (Office of Academic Affairs, P.S.U.), as well as Dr. Ronald Cease, (Dean of Undergraduate Studies, P.S.U.). The questionnaires were included in the

PSU EDUCATIONAL CENTER DATE _____
For Statistical Purposes Only

SEX: Male _____ Female _____ Zip _____
Nearest Post Office _____

1. Age: Under 15 _____ 16-21 _____ 22-35 _____ 36-45 _____
46-55 _____ 56-65 _____ Over 65 _____

2. Education: Number of years of formal education completed. Please circle one:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 College Degree

3. Employment: Where employed _____
Occupational classification: Professional _____
Semi-professional _____ Skilled _____ Semi-Skilled _____
Unskilled _____ Other _____

4. Ethnic Identity:
American Indian _____ Oriental _____ Negro/Black
American _____
Spanish Surnamed _____ Caucasian _____
(Over) _____

5. Reason for Registering at the P.S.U. Educational Center:

To get my high school diplomas through G.E.D. _____
To prepare myself to enter college _____
To earn college credit _____
To upgrade myself in my present job _____
To retrain myself for a different job _____
For personal satisfaction _____

Is this the first course you have registered for at the Center? _____

Would you like to go to college full-time? _____

If so, what subjects would you major in? _____

6. Where Did You Learn About the P.S.U. Educational Center? _____

Newspaper _____ TV _____ RADIO _____ At Work _____
A friend _____ Other _____

Figure 3. Questionnaire to Determine Characteristics of the Center's Students (Originally an I.B.M. Card)

registration materials packets issued to all students registering for courses at the Educational Center during Winter term, 1972. The results were tabulated by this writer, who received the data in raw form and compiled the results for use in this thesis.

With the results of this survey it is now possible to construct a composite description of the "typical" student at the Center. The student is nearly twice as likely to be a female than a male, has completed twelve years of education, is employed, classifies himself as semi-professional or skilled, is likely to be black, would like to go to college full time, and heard about the Educational Center from a friend.

As a composite, this is perhaps a valid picture of the "typical" student at the Center for Winter term, 1972, but it certainly does not tell the whole story. In actuality, students at the Center come from all age groups, many ethnic groups, both sexes; they represent all levels of occupational classifications, and they come to the Center for a variety of reasons.

Table III presents a fairly detailed summary of the sociological characteristics of the student population of the Center for the term indicated. How does this compare to the population of the Model Cities area as a whole? The data are not available for a complete comparison, but the following five correlations can be ascertained.

TABLE III

PRELIMINARY TABULATIONS OF STUDENT SURVEY
RESPONSES FOR WINTER TERM 1972

<u>ITEM</u>	<u>NUMBER OF RESPONSES</u>
SEX	
Male	91
Female	168
AGE	
Under 16	3
16-21	58
22-25	58
26-35	74
36-45	27
46-55	26
56-65	3
Over 65	0
EDUCATION (IN YEARS)	
4	1
5	1
6	0
7	1
8	1
9	3
10	4
11	18
12	22
13	55
14	34
15	44
16	66
College Degree	12
EMPLOYMENT	
Employed	136
Unemployed	27
No Answer	86

TABLE III, CONTINUED

OCCUPATIONAL CLASSIFICATION

Professional	49
Semi Professional	77
Skilled	33
Semi-Skilled	35
Unskilled	23
Other	6

ETHNIC IDENTITY

American Indian	2
Oriental	5
Negro/Black American	146
Spanish Surnamed	1
Caucasian	87

REASON FOR REGISTERING AT THE P.S.U. ED CENTER

To get my high school diploma through G.E.D.	39
To prepare myself to enter college	28
To earn college credit	165
To upgrade myself in my present job	27
To retrain myself for a different job	20
For personal satisfaction	34

WOULD YOU LIKE TO GO TO COLLEGE FULL TIME?

Yes	116
No	41
No Answer	76

WHERE DID YOU LEARN ABOUT THE P.S.U. EDUCATIONAL CENTER?

Newspaper	9
TV	9
Radio	2
At Work	51
A friend	113
Other	58

The female population of the Model Cities area is 51 percent, that of the Center 63 percent. The non-white population of Model Cities is 32 percent, that of the Center 77 percent. Those aged 21 to 64 years comprise 49 percent

of the Model Cities District residents and 60 percent of the student population of the Center. Those who have completed high school number 39.5 percent of the Model Cities population and 89 percent of the students at the Center. The Model Cities population is 26 percent white collar workers, while those identifying themselves as professional or semi-professional comprise 56 percent of the Center's students.⁶

Obviously the student population of the Center is not entirely representative of the population of the Model Cities Area. Some of these discrepancies are easily and adequately explained. The high proportion of females is not unexpected from an area where most of the men are engaged in earning a living. The preponderance of non-whites may be the result of its being easier for Caucasians to go elsewhere for their education. The predominantly adult nature of the population is in accordance with the previously stated goal of reaching those adults who need or desire higher education. The high proportion of high school graduates may be a result of the fact that the Center's primary function is higher education, or it may be a matter of the Center's attracting those who are already education oriented. The large number of professional and semi-professional respondents may be a result of several factors, including the emphasis of the Center on reaching those who need higher education to retain jobs with Model

Cities agencies; or, it may be a matter of the respondents' overestimating their occupational status.

This is not to say that the statistics on the student population of the Center do not raise some valid questions; they do. Perhaps it is the case that the Center is not doing enough to reach the low income, educationally deficient members of the community. Unfortunately there is simply not enough information to make any kind of definitive judgment in this matter.

However, the staff at the Center shall continue to observe the characteristics, interest, and performance of its students, so that a curriculum designed to serve the Model Cities residents can be maintained and expanded.

Handwritten:
J. H. Smith
J. H. Smith
J. H. Smith

FOOTNOTES

Chapter III

¹Krug, Edward A., et al, Administering Curriculum Planning (Harpers, New York, 1956), pp. 1-23.

²Report on The Education Center, Portland State University, Office of the Dean of Undergraduate Studies, 1971, p. 19.

³Ibid., p. 25.

⁴Ibid.

⁵Educational Coordinating Council, Application for Community Services Program to be funded under Title I. Higher Education Act, 1965, Portland State University, 1971, p. 8.

⁶All statistical Data for the Model Cities Area presented in this section was drawn from A Comprehensive Development Plan for the Model Cities District of Portland Oregon, Portland City Planning Commission, Portland, Oregon, 1971.

CHAPTER IV

OVERALL EVALUATION OF THE CURRICULUM

Thus far this thesis has been primarily descriptive. The Education Center's goals have been described in relation to the "crisis" of the inner cities. The population which the Center is supposed to serve has been described in terms of the available socio-economic data. And the development of the curriculum has been charted in relation to these goals and this population. The next step is also descriptive, but it is at the same time evaluative. The question is, essentially, "How well has the Center done its job?" This chapter presents two approaches in seeking an answer. The first approach is a matter of objective measurement: "How many people have accomplished what as a result of their experience at the center?" The second approach is decidedly more subjective: "How do the people involved with the Center--students, teachers and tutors--feel about it?"

I. OBJECTIVE MEASURES OF OUTCOME

Due to the relatively large numbers of people who have enrolled in the Center over its four year history, and due to the perennial lack of funds for such niceties

as follow up surveys, it is not possible to state just exactly what each of those individuals accomplished at the Center or what they did after leaving. However, a certain amount of "hard data" has been gathered from a number of sources. While these data do not tell a complete story, there are enough to garner some idea of the magnitude of the Center's effectiveness.

The G.E.D. program. This is a program of classes designed to assist students in passing the General Educational Development high school equivalency tests. For the period from September, 1969, through June, 1971, 596 students enrolled in these courses. Of this number approximately sixty percent have been successful in passing the G.E.D. examinations.¹ A small but undetermined number of those passing have subsequently enrolled for college level course work at the Center or at other colleges or universities.

The Postal Exam Classes. These classes, offered in the Winter months of 1970, were designed to help interested persons to prepare for the Civil Service examinations for letter carrier and other post office jobs. Of 36 people who took the exams after participating in the class, 24 received passing grades. Of those who passed, sixteen were employed by the post office.²

Operation Step-Up. This program (described in Chapter I) provides funds for improvement of job skills

through education. In the period from December 31, 1971, to September 30, 1972, this program enabled 201 individuals to raise their combined yearly income from \$72,000 to \$295,000. The immense size of this increase in income is due to the fact that a number of these people were unemployed before entering this program. That is to say, it is not merely a matter of a number of people experiencing a four-fold increase in their income, but rather a case of some people earning an income who had previously earned nothing and of some people gaining an increase in their income. Approximately twenty percent of this group attended classes at the Center as part of their educational upgrading.³ Nearly all of that twenty percent went on from the Ed Center to either the main campus of Portland State University or to another institution of higher education.

Career Opportunities Program: This program (also described in Chapter I) employs people in educational auxiliary roles (such as teacher aides) while helping them to pursue a college career aimed at eventual teacher certification. In the period from September 1971, to June, 1972, approximately twenty-five people per term enrolled at the Center under the auspices of this program. Presumably most of these people either have transferred or will transfer to a four year program on the main campus of Portland State or at some other institution. (The yearly attrition rate for the

program is around 6%).

The New Careers Program. In the period from March, 1970, through March, 1971, 171 individuals in this program took classes at the Ed Center. By virtue of their participation these students were considered to be admitted students at Portland State University, and the majority of them, after taking classes at the Ed Center, enrolled at the main campus of P.S.U.

Students Admitted to Colleges and Universities. This category excludes students in the programs discussed above. It includes only those students who were not previously admitted to a college or university and who, after taking courses at the Ed Center, were subsequently admitted to an accredited college or university. In the 1971-72 school year the following numbers of such students were admitted to the identified colleges or universities: Portland Community College, 86 students; Portland State University, 40 students; Oregon College of Education, 18 students; University of Oregon, 16 students; Oregon State University, 11 students; Southern Oregon College, 10 students; Reed College, 6 students; Howard University, 4 students.

II. SUBJECTIVE ESTIMATES OF THE CENTER'S EFFECTIVENESS

In an effort to get at something of the "feeling" of what the Ed Center is doing, this author solicited

comments from instructors at the Center. Although only three instructors responded, their comments are illuminating and are presented here complete. No claim is made for their representational nature or their objectivity. They are presented in the hope that they will help to say some of the things that statistics cannot.

Instructors were asked to comment specifically on the operations of the Center, the physical facilities, the interest and motivation of their students, and for any criticisms of the Center.

- (1) Operations "As far as the Mathematics operation is concerned, the Center Staff has been very helpful in making things go. To my knowledge the Center Staff has done everything possible to help both students and faculty, and this frequently in situations that are difficult.

Physical Facilities Much could be done here but not without money. The noise problem has been a frustrating one at times because of the lack of separate classrooms. On the other hand, I think a great deal has been done with what is available to make the Center an attractive place.

Students' Interest and Motivation As everywhere, abilities vary, and the amount of motivation that students have varies. Certainly some of the hardest working students I have had have been at the Center. We have had some problems with attendance in some classes in Mathematics, but I think that most of these problems are related to the way we run the program (or have run it) and are independent of the fact that the classes are at the Center.

Criticisms Fund the Center adequately: do not try to run it on a volunteer basis or make it dependent on grants (and in the process make it a real part of P.S.U.).

--Dr. Gavin Bjork

- (2) Operations I love teaching at the Center. And I'm glad I'm paid this term to do it (in previous terms I usually wasn't paid--I volunteered). But, I think I'm paid via a grant. If the Center is a legitimate part of the university, then we should be teaching there under a regular P.S.U. budget, not specially funded, not unfunded.

Physical Facilities OK, but there is that problem with noise during a class. I work around it, but it probably annoys other teachers and certainly bothers some students.

Students' Interest and Motivation No complaints here. I get extraordinary participation at the Center, much more than on the West [main] campus.

Criticisms Mainly I'm worried about how the Center is funded. Regular undergraduate and graduate programs don't depend on volunteering. Personally, I feel strongly that "Oregon's only urban University" (state supported, etc.) should support a program like the Center's above and beyond levels of ordinary support.

--Dr. Anthony Wolk

- (3) Operations I am not qualified to comment on the Center's operations, at least in regard to community relations or ties with the main campus. However, as measured by program and enrollment at the Center, it is obvious that the operation of the Center has met with considerable success.

Physical Facilities The facilities provided by the State for the conduct of instruction at the Center are almost impossible to endure. The noise level makes effective lecturing very difficult. Possibly there is unnecessary noise made by users [of the facilities] but mainly the problem is one of inadequate partitioning. In addition it is difficult to maintain comfortable temperatures in the classrooms. This past summer was unbearably hot; in the winter a room may be too cold for comfort. Ventilation is very poor. Better facilities are urgently needed; failure to provide better facilities will commit the State to continuation of a second class role for Center students.

Students' Interest and Motivation Some who have enrolled here have been disappointing in their attendance, their performance. Rather few have displayed superior abilities. Yet, it is remarkable that there are many who participate at all, given the circumstances, previous deprivations. One of my repeated thrills has been the experience of working with some highly motivated students from the Center.

Criticisms Recruitment of a volunteer staff to launch the Center was a bold, innovative stroke. However, it is past time for the public to support the Center, so that the faculty won't have to teach on an exhausting overload basis. That is, the program is worthy of full funding!

--Dr. Leonard Cain

The following are comments from three students regarding their experience with English composition classes at the Ed Center. Again, no claim is made for their objectivity. Again, they were not chosen because they were the best or the worst, but rather because they have something to say about the Center.⁴

- (1) This English class is like none other that I have ever been in. I have never enjoyed writing. I'm surprised that I even wrote anything. Now that I'm in the habit of writing something each week I think I will keep it up. It is a great way to express my feelings and it's not as hard to do as I thought. When you speak to someone you have to get them to listen first. When you write, no one has to listen. And you can write exactly how you feel. I feel I got more out of this English class than I have in all my years of school.
- (2) This was my first time in a classroom situation for more years than I care to count. I have enjoyed and benefited from the class. The instructor was great and seemed genuinely interested in the progress of the students. He let the class decide on the areas of concentration of subject matter and took it from there.

If a student had difficulty in a given area the instructor or a tutor was always available to offer help. The communication was informal and on an adult level. The class was not looked down upon but encouraged in every way possible.

I am looking forward to the challenge of future classes and from the knowledge I've gained here I know I can 'make it'.

- (3) I came to this class looking for a conventional structure class in English Composition and found discussions. When I evaluated the class to myself I didn't think too much of it at first, but, realizing you only get out of anything what you put in, it made me take a second look at the class and myself. The discussions in this class have accentuated the need for unity and my hope is to be instrumental in changing the educational system to the extent where black youths wish to acquire academic skills along with vocational skills so they can function as first class citizens according to either or both standards which they are governed by.

III. THE NERO INDUSTRIES REPORT⁵

On August 28, 1972, several months after the bulk of the research for this thesis had been concluded, Nero Industries released an evaluation report on the Educational Center. This evaluation covers the period from the beginning of Winter Term, 1972, to the end of Spring Term, 1972. It is not an overall evaluation of the Center's effectiveness in the community, but rather an assessment of how well the Center is accomplishing the objectives outlined in its petition for the funds granted under Title I of the Higher Education Act of 1965. However, the report does contain some data which are useable for this thesis. From sociological and economic data collected through questionnaires

Nero prepared a profile of the Center student that is substantially in agreement with the one presented in the preceding chapter of this thesis.

Chapter IV of the Nero report is concerned with program evaluation. A telephone survey of instructors and students yielded the following results:

Twenty percent of the teachers recommended that teaching at the Center be placed on a regular, paid basis as part of the instructor's course load at Portland State University.

Sixty percent of the instructors polled voiced complaints about the physical facilities of the Center.

Twenty-four percent of the teachers indicated that they enjoyed teaching at the Center.

Fifty percent of the instructors felt that the Center should provide services other than [i.e., in addition to] courses to meet community needs.

Virtually all of the instructors felt that the Center was fulfilling a valuable function in the Community.

Virtually all (95%) of the students surveyed also felt that the Center was fulfilling a needed function in the community.

Regarding recommended improvements and changes at the Center, students surveyed identified the following items in the stated numbers:

More credit hours	73%
More non-credit hours	30%
Change location	12%
Classes at different times	53%
Smaller classes	7%
Better facilities	59%
More tutors	23%

IV. CONCLUSIONS

The evidence accumulated to date suggests that the Center is doing a valuable job. Generally speaking, the Center is meeting its stated objectives. Students who would not ordinarily find their way to a campus are having valid educational experiences at the Center. Some of them are going on to the main campus of P.S.U. or to other colleges and universities.

Any attempt at evaluating the Center would be incomplete without at least mentioning the dedication and self-sacrifices of the staff, and of the small group of faculty members who helped to make it a reality. At its inception, the Center seemed to have very little possibility of success. The University was reluctant to make a firm commitment of money or resources; many of the departments within the University did not even know of the Center's existence. In this climate of apathy, the only thing that kept the Center going was the personal devotion of a number of people, the Director, Assistant Director, Miss Rose Wayne--the secretary, and a handful of instructors, most notably Mrs. Mildred Bennet and Dr. Gavin Bjork of

the Mathematic Department, Mrs. Christine Thompson and Dr. Anthony Wolk of the English Department, Dr. Leonard Cain and Dr. Ray Rist of the Sociology Department, Dr. Frank Wesley and Mr. Clayton Rees of the Psychology Department.

However, there are problems. Three of them are particularly worthy of mention.

The predominance of professional and semi-professional occupation classifications among the Center's students may be an indication that the Center is not reaching enough of the dropouts and the educationally disadvantaged, but is primarily serving those who are already education oriented. There is not sufficient data to conclude that this is actually the case, but it is certainly deserving of investigation. There may be alternative explanations; if so they should be uncovered; if not, then perhaps the Center is not directing its effort as accurately as it might.

The physical facilities of the Center are not what they should be. The cause of this is a simple one, money. The cure is equally simple, money. The result of not solving this problem may very well be a deterioration of the quality of the service that the Center can render to the community.

Finally, it would appear that the volunteer nature of the instruction at the Center which has worked

adequately in the past may not do so in the future. There seems to be a growing feeling among the instructors that the Center has proved its usefulness and that there is no longer any reason for not funding it fully.

In the next chapter a number of recommendations will be made for the future course of the Center. Based on the data presented in this thesis, the recommendations are an attempt to deal with past problems and simultaneously say something about the potential of the Center for the future.

FOOTNOTES

Chapter IV

¹Information obtained by telephone survey of all those who had enrolled in the G.E.D. courses for the period specified.

²Report on The Education Center. Office of the Dean of Undergraduate Studies, Portland State University, 1970, p. 15.

³Information supplied by Operation Step-Up, a project of Nero Industries, Inc., Portland, Oregon.

⁴Student Writing samples provided by Dr. Anthony Wolk, Associate Professor of English, Portland State University.

⁵All statistical information in this section has been abstracted from An Evaluation of Portland State University's Educational Center, Nero & Associates, Inc. Portland, Oregon, 1972.

CHAPTER V

RECOMMENDATIONS

Based on the material presented thus far in this thesis, this chapter will consist of a series of recommendations for improving the Ed Center's effectiveness in achieving the stated goals. These first four recommendations are all concerned directly or indirectly with the financial status of the Center. As such they should perhaps be considered as a unit. *as all four*

(1) The Center's operating budget should be increased. The Center currently has funds for only basic program essentials. The \$49,000 grant received by the Center under Title I of the Higher Education Act of 1965, terminates in June, 1973. This grant, plus \$33,000 in matching funds from the University and the \$35,000 regularly budgeted by the University for the Center, represents the total of funds available for the Center's operation. To continue services at the present level (after the expiration of the grant) an annual budget of \$100,000 is recommended.

(2) The Center must obtain a firm commitment from the University for instructors and other teaching personnel, such as tutors, to teach at the Center. At present most of

the instructors at the Center are teaching on a voluntary, overload basis. The concept of volunteer instructors was a valuable way, perhaps the only way, to get the Center program launched. That the Center has succeeded to date is an indication of the loyalty and commitment of the staff and of the instructors who have donated their time. But there is no assurance that, as the Center grows and undergoes the inevitable turnover of staff and faculty, and as the process of institutionalization sets in, that this exploitation can be continued. The comments from instructors included in Chapter IV indicate that there is a feeling that the Center has justified itself and that it is time for the University to make a commitment. The lack of such a commitment can only result in a loss of faith and the alienation of those who have thus far made the Center work. The recommended commitment from the University is that of one full time faculty member (or equivalent), in load, per department, per term, (if the demand arises) to teach at the Center.

(3) The present policy of the State Board of Higher Education regarding the exclusion of off campus students from the enrollment estimates which determine funding should be altered. Under the present policy off campus students are not included in the enrollment count upon which the succeeding biennium's appropriations are determined. A change in this policy would make available

to the departments of the University the funds to pay the instructors requested in recommendation (2).

(4) The Center must be equipped with larger and better physical facilities. The number of people using the Center in one manner or another has grown from less than fifty in its first term of operation to more than 1,300 during fall, 1972. The number of course offerings has increased from five in Fall term, 1969, to thirty for Spring term, 1972. But despite this growth there has been no appreciable enlargement or improvement of the physical facilities. Obviously the Center must expand if it is to accommodate the demand being placed upon it by the community. It should be noted however, that one factor in the Center's success has been its relatively small size and non-institutional character. Whatever expansion is undertaken must be done carefully in order to avoid destroying this character and perhaps duplicating the kind of institution which may have originally alienated some of the Center's students from traditional education.

(5) The G.E.D. program should be eliminated at the Center. Since the Center's inception, Portland Community College's, Adult Tutoring Program, the Portland Opportunities Industrial Center, and several other agencies have offered Model Cities residents a means of obtaining high school diplomas. Since this need is being met, and since the Center's primary function is that of higher education, it

is recommended that the G.E.D. courses at the Center should be phased out.

(6) The fee arrangement must be stabilized. Fees that students must pay to take courses at the Center are currently negotiated on a term-by-term basis with the Division of Continuing Education. Negotiating on a yearly basis would facilitate the operation and planning of the Center's activities. Any new fee arrangement, of course, must take into account the necessity for keeping fees as low as possible since it is implicit in the goals of the Center that its students and prospective students will be those who are not among the more affluent segments of the society.

(7) A comprehensive survey should be undertaken to determine: (a) if the Center is effectively reaching those who lack the finances and self-confidence to attend a more traditional college or university; and (b) if any of the students who come to the Center are in fact capable of "making it" on a traditional campus and are attracted to the Center by low fees or geographical convenience. This recommendation is based on the high ratio of professional and semi-professional occupational classifications in the survey discussed in Chapter III.

(8) The status of the Center within the framework of the University needs to be altered. At present, the Center is classified as a special program of the University.

In reality this is no status at all. To legitimize the Center, to give it at least a modicum of permanence, and to make it a more effective link between the University and the Community, it is recommended that the Center be given a status equivalent to that of the office of graduate studies.

(9) Finally, it is recommended that the Admissions Office and Financial Aid office of the University undertake the development of an active recruitment program of students from the Center to the main campus. At the present time, students are encouraged to leave the Center and enroll at the University's main campus, but there is no program aimed specifically at attracting students who have acquired the twelve hours necessary for admission to the University and then assisting such students with problems of admission forms, orientation, registration and financial aid. An active recruitment program could remedy many of these deficiencies.

It is this author's conviction that if these recommendations were followed, the Center would become an integral part of both the University and of the Model Cities Community. The need for and the value of an institution like the Center will continue to exist so long as the conditions persist in our society that have deprived

significant numbers of urban residents of an equal opportunity for the economic and social rewards of higher education.

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