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Access Northeastern: Fall 2002

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W.E.B. DuBois Program in the Humanities Opens up New Opportunities for Area Residents

This Fall, Northeastern is partnering with Roxbury Community College to offer the W.E.B. DuBois Program in the Humanities. The program provides low-income individuals with a college-level educational experience. DuBois was established through Bard College's efforts to set up programs like its Clemente Course in the Humanities at other institutions. The dissemination project is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

Starting in October, DuBois will hold evening classes in Writing, Literature, Philosophy, History and Art History at Roxbury Community College. The course work will be college-level; however, there will be more emphasis on classroom learning, rather than homework, to accommodate students' life demands. The only educational requirement is that students be literate in English and committed to working hard and completing the program. The program is entirely free to students who meet income guidelines. Books, transportation, and childcare will be provided.

DuBois Administrative Co-Director Sally Solomon, who also is Associate Director of the School of General Studies, was drawn to the program because "it's an opportunity for me to participate in the community of which I have been a neighbor for several years as an NU administrator. DuBois broadens and enriches my own experience as an educator by enabling me to work with a group of motivated students who have different resources and opportunities than most NU full-time day students." She added, "On a personal level, I chose to be involved with the DuBois Program because it helps offer non-traditional students the same liberal arts education so many students at private universities take for granted."

The program can help people who have had little, if any, college-level work, reconnect with school. It aims to improve students' written and oral communication skills, in addition to empowering them for fuller participation in the economic, social, cultural and political life of society. Many students join the program as a way to keep up with their children as they progress through school.



DuBois Co-Director Sally Solomon met with potential students at an information session at the Roxbury YMCA.

Students can earn six college credits from Northeastern that will be honored by Roxbury Community College and most other colleges and universities. The program's directors will provide assistance to students wishing to continue with their college education.

"When I found out that Northeastern was asked to be a disseminator of this program, I was excited," said NU Philosophy Professor and DuBois Academic Co-Director William Deangelis. "The program's intended mission appealed to me and I wanted very much to try to reach out, both personally and philosophically, to its unique clientele." Originally planning only to teach the program's philosophy course, Deangelis' commitment to DuBois' ideals led him to also take on the task of overseeing its academic operations.

Deangelis said, "I fully expect the program to run effectively. Our Roxbury Community College partners have been wonderfully helpful to Sally and me, as has [NU Associate Vice Provost] Leonard Brown. We have assembled a strong and committed faculty team. We are in the final stages of choosing students and working out our fall curriculum. Things look good. I am anxious for the program's classes to start."

NORTHEASTERN REACHES OUT TO BOSTON PUBLIC SCHOOLS

LEAD Mentors Build Links with BPS Applicants

The LEAD (Linking Education and Diversity) Mentor Program provides Boston Public School students, who are applying to NU, a chance to interact with NU students of similar backgrounds. LEAD strives to create a mentoring relationship that will attract more students of color from the BPS to attend NU and stay through graduation. The program encourages mentees to stay involved after their first year by becoming mentors.

LEAD was founded in 2000 by Jim Stellar, Dean of the College of Arts and Sciences, who continues to provide leadership and support to the program. It is directed by David Blackman, who is also director of the Institute for Science, Technology, Engineering and Math Education, and founder of NUPRIME (now known as NU-ME).

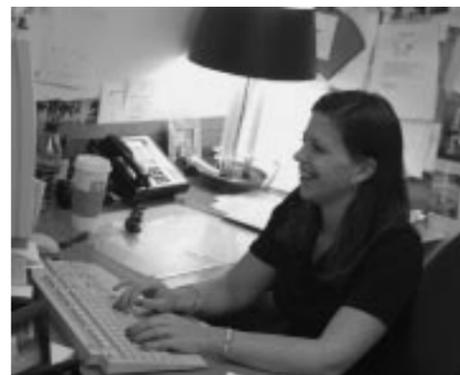
The LEAD staff believes that developing mentoring relationships with prospective students is key to increasing the number of BPS students who attend NU. The program grew significantly over the past year, with mentors making contacts with high school students through school visits and phone calls.

This year, LEAD mentors will work directly with Admissions, concentrating on seniors during the fall and juniors in the spring. The program plans to focus on recruiting BPS students in fields in which students of color are underrepresented, such as education, math, science, and technology.

Admissions Office's Melissa Mohammed Recruits Boston Students

Assistant Director of Admissions Melissa Slota Mohammed is committed to increasing Northeastern's outreach efforts with the Boston Public Schools. "I feel it is important to extend a hand to our community," she said. "When the schools reach out and accept our hand, it has been excellent for us and for their students."

Mohammed enjoys helping BPS students navigate the often confusing college admissions process. "There are many students out there who do not have anyone to guide them, talk to them and give



Melissa Mohammed works to increase admission of Boston Public High School students.

them advice. I am able to have more contact with the students on a personal level and watching them show me their schedule or their NU ID card validates what I do," she said.

Here are some highlights of the busy year Mohammed and her colleagues have planned:

Fall 2002

- Boston Public High School visits and College Fairs
- Personal outreach to all Boston guidance departments
- Offer workshops at Boston Housing Authority community centers
- Send target mailing to summer Access program participants.
- Host Boston students for an Admissions Information Session and a NU athletic event such as a basketball game.
- First Financial Aid Night for Boston-area students and families.

Winter/Spring 2003

- Telephone contact with Boston counselors in regards to their applicants.
- Current NU students who have graduated from a Boston area school call accepted students to invite them to our Open Houses.

Northeastern does have a special commitment to focus on high school students of the City of Boston, and especially those who live in the neighborhoods closely adjacent to the Northeastern campus and those who are involved in schools and programs with which the university has a special partnership. These students deserve special targeted support while in high school, priority recruitment and financial aid, and meaningful continued support through graduation while students at the University.

— University Access Task Force Report, May 26, 1999

Boston Housing Authority Teens GEARUP at Northeastern

GEARUP is a federally funded program that identifies inner-city middle school youth from underachieving schools and provides them with the academic and social skills to qualify for higher education.

NUGEARUP is unique. Instead of adopting schools, the program has adopted the four Boston Housing Authority developments that surround the University. 150 kids are eligible for the program from these developments. Since the spring 2000, 75 of these youth have participated in activities on NU's campus. The programs are funded through 2003.

Students receive enrichment classes and tutoring during the school year and attend a summer program. Twenty-two students, from ages 12 to 16, attended this summer's program from July 9 – August 15.

NUGEARUP made a significant program change this summer. It initiated a more adult directed program that sought to empower students to take charge of their lives, academically and socially. Students explored career choices, pursued academic excellence, learned how to swim and ate in the cafeteria with college students – all while learning to hold a job.

Ten students worked at 8 different offices at Northeastern University. The offices were the Curry Student Center, the Children's Center, Human Resources, Enrollment Management, University Relations, Commuter Services, Undergraduate Admissions, and the Physical Plant.

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Boston High School Students Build Bridge to Calculus in NU Summer Program

One hundred and forty Boston-area high school seniors completed summer pre-calculus programs at Northeastern on August 15. The Bridge to Calculus and Boston Summer Advanced Math programs, a collaborative effort of NU's School of Education and Department of Mathematics with the Boston Public Schools, prepare motivated students for calculus in their high schools. The classes meet every week day morning for six weeks.

Bridge to Calculus, taught by Mr. Phuong Cao and teachers from O'Bryant High School, prepared thirty students for Advanced Placement Calculus at John O'Bryant High School of Mathematics and Science. It is coordinated by Professor Donald King of NU's Department of Mathematics, and funded by the Nellie Mae Foundation.

Boston Summer Advanced Math is taught by highly experienced Boston teachers Gerald Howland, Headmaster of Another Course to College (ACC); Michael Sheehan of South Boston High; Francisco Garnica of East Boston High; Raza Syed of Health Careers Academy; and Robert Case, Associate Professor of Mathematics and Education at NU. Four sections of pre-calculus served 110 students from Snowden High, West Roxbury High, East Boston High, South Boston High, Boston High, Jeremiah Burke High, Hyde Park High, English High, Health Careers Academy as well as City on a Hill Charter High School.

Coordinated by Professor Case, this program has completed its seventh summer. It is funded by the Boston Public Schools and City on a Hill.

A fundamental strength of the two programs is the central role played by the college students who serve as mentors to the high school students. The mentors advise, tutor, and check the homework assignments of the seven or eight students in their group. This year's mentors included Nellie Umeh, an Engineering student at NU and BPS graduate, and Gabrielle Rigaud, who herself came through this program before she graduated from West Roxbury

Projects such as these summer math programs, in which traditionally under-represented students are given the opportunity to rise to high levels of achievement, are centrally important in restructuring modern urban public education in America.

High. The mentors play a critical role by serving as role models at a time when the high school students are thinking about college.

The importance of preparation for college was also illuminated during the summer by visits from Associate Vice Provost for Academic Opportunity Leonard Brown and by Jim Stellar, Dean of the College of Arts and Sciences.

Projects such as these summer math programs, in which traditionally under-represented students are given the opportunity to rise to high levels of achievement, are centrally important in restructuring modern urban public education in America. This is especially significant in that the cities of the United States are increasingly experiencing rising levels of immigration and large numbers of disadvantaged minorities. The students in the

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STUDENTS ACHIEVE SUCCESS IN NU SUMMER ACCESS PROGRAMS

NU's Engineering Research Center for Subsurface Sensing and Imaging Systems (CenSSIS) hosted two students from Morehouse College during its summer Research Experience for Undergraduates (REU) program.

The program gives women and under-represented minority science and engineering undergraduates the opportunity to engage in research in the emerging technology of subsurface sensing and imaging systems. The students, Anthony Thomas and Gregg Quarles, were mentored by Charles Dimarzio, Associate Professor of Electrical and Computer Engineering.

Anthony Thomas

My summer experience at Northeastern University has been both challenging and exciting. I was the youngest student in the lab, but that was not held against me. I was treated as an equal and given equal opportunity to contribute to the project. It was wonderful being able to work hands on with not only Dr. DiMarzio, but with graduate students as well. I was able to ask them about their experiences and was able to learn and contemplate my own path as I listened to what they had learned.

Gregg Quarles

The research experience at Northeastern University has been a great and meaningful experience. Being a student at Morehouse College – a liberal arts college – I had not had the chance to see what research is like in a university setting. This summer at NU has actually changed my opinion about engineering and science research and graduate school,



Morehouse students Gregg Quarles and Anthony Thomas with Professor Dimarzio.

because it has allowed me the opportunity to work in a setting with younger, yet also experienced people who are “alive” about the work they are doing. Also, having a professor like Dr. DiMarzio and graduate students, who interact with students on a daily basis, makes it easier to understand theories that I have only seen in the classroom.

This summer at NU ... has allowed me the opportunity to work with younger, yet also experienced people who are “alive” about the work they are doing.

This experience will give encouragement to other Morehouse students who are thinking about research and more importantly graduate school. Hopefully, Morehouse will be able to establish a strong connection with NU so that more students will gain this kind of experience at an early stage so they can accomplish more than their predecessors.

ConnCAP Students Explore Opportunities at Northeastern

The Offices of the Provost, Admissions and Affirmative Action collaborated to host a visit by 60 high school students from Eastern Connecticut State University's Collegiate Awareness and Preparation Program (ConnCAP) this summer.

The group toured the campus and attended a special event focusing on educational opportunities available in the sciences at NU, and encouraging college aspiration. Biology Professor Gwil Jones gave a presentation about his research on birds in the Fenway. Other speakers included Dean of Arts & Sciences Jim Stellar, 2002 graduation speaker Eric Esteves and Engineering Assistant Dean of Enrollment David Navick. The students also toured Boston and visited the MFA and Science Museum.

ConnCAP was established in 1987 by the Connecticut Board of Governors for Higher Education. It was designed to increase the number of graduating high school students from disadvantaged backgrounds and prepare them with the necessary skills and motivation for success in college.

Northeastern Hosts Roxbury Community College Students for Summer Academic Enrichment Program

Eleven Roxbury Community College (RCC) students, who are either transferring to Northeastern this Fall, or considering transferring after they complete their Associate's Degree next year, participated in the 2002 Summer Academic Enrichment Program (SAEP).



Roxbury Community College professor Edwin Okafor with students Jean Wadner Nerius and Betelihem Nega.

The SAEP is an academic enrichment and Access program designed to assist a selected number of RCC students in completing their academic goal of attaining a bachelor's degree. Faculty from RCC teamed with NU instructors Matthew Noonan, Kate Gould and Bob Petteruti to teach courses in Mathematics, Integrated Language Skills and Writing.

In addition to their classes, students

attended a library orientation run by Christine Oka and a Career Services Orientation organized by Charlotte Nelson. They also met with Co-op and academic advisors in their intended majors.

SAEP is a component of the 1998 Educational Partnership Agreement between Northeastern University and Roxbury Community College. Each year, four SAEP students from the previous summers' cohort, who have successfully met all the requirements for NU admissions, will be selected to receive a partial \$10,000 scholarship provided by NU for three consecutive years. Thirteen former RCC students currently attending NU have been awarded these scholarships.

Other components of the agreement with RCC include improved consideration and enhanced financial aid packages; joint training initiatives; technical and managerial consultation and resource sharing; and joint fundraising.

The ATOMS Program Prepares RCC Students for Science Careers

For years the Roxbury Community College Science Department has successfully prepared students for transfer to 4-year universities in pursuit of research careers through its “Research Techniques in Science” course. With funding from the National Science Foundation, the ATOMS (Advanced Training Opportunities for Minorities in Science) Project builds on this success by providing laboratory experience in pharmacy and biomedical studies for a select group of high achieving RCC students. Those selected come to NU and spend time under the guidance and mentoring of faculty.

Contact: Co-Principle Investigator Dr. John Savage of the RCC Science Department for more information at (johndsavage@worldnet.att.net).

Here's what some of the students thought about their experiences:

“I learned a lot from all three classes, but the class I think I came away with the most from is the Writing Practicum. This was my first critical thinking class and it was very interesting and rewarding.”

“I learned a lot about myself and was able to grow from the experience. That was a personal experience, but could not have happened without the encouragement of the teachers and friendships I formed in the program.”

“My level of satisfaction was high because the experience allowed me to view things from many perspectives. I was able to be more diverse in my writing and change from just the normal way I have written in the past.”

“[SAEP] allowed me to be enriched more than I thought was possible.”

PROGRAMS STRIVE FOR EQUITY AND ACCESS TO HIGHER EDUCATION

The following programs were highlighted in the 1999 Access Task Force report to the Provost's Office. Their efforts, along with those of other equally important programs at Northeastern, illustrate a commitment to making higher education accessible for historically underrepresented populations.

Balfour Academy

Carla Oblas, director: 617-373-2328

The program provides academic and personal enrichment opportunities to Boston Public School students in grades 7-12, strengthening their academic skills and motivation, and helping them feel comfortable on a college campus.

Boston Housing Authority Scholarship

Coordinated by Melissa Mohammed, Admissions: 617-373-2200

The program offers scholarships to BHA housing development residents.

Disability Resource Center (DRC)

Ruth Bork, director: 617-373-2675

The DRC provides students with disabilities, or who are Deaf or hard of hearing, with services that will enable them to succeed.

Health Careers Academy (HCA)

Al Holland, headmaster: 617-373-8576

A Horace Mann Charter School, HCA is a small, academically rigorous learning community for students who aspire to careers in the health professions.

Legacy 2000 Mentoring/Retention Program

Ella Robertson, director: 617-373-2787

The program is designed to improve the retention of Black and Latina/o students by providing them with a faculty/staff and upper-class student mentor of similar or same ethnic background and academic interest during their freshmen year.

NU-ME

Rick Scranton, Associate Dean of Engineering: 617-373-2152

NU-ME works to recruit and support minority students pursuing an undergraduate degree in engineering.

School of General Studies (SGS)

George Atkinson, director: 617-373-4434

SGS is designed as a "freshman year only," full-time academic day program serving students who fail to meet traditional entrance requirements but illustrate potential for success in higher education.

Tobin Scholars

Veronica Whycoff, coordinator: 617-373-8603

During the '90s, NU promised three sixth-grade classes from Mission Hill's Maurice J. Tobin Elementary School full tuition scholarships to NU, provided they earned a high school diploma or GED and were accepted to NU. Students from the first two cohorts entered Northeastern in 1998 and 2001, with the third cohort entering in the fall of 2004.

Ujima Scholars Program

Carrie Boykin, coordinator: 617-373-4912

The Ujima Scholars Program was originally a "freshman year only" program for students with academic potential who do not meet traditional criteria for admission. Now a five-year program, it provides students with course advising, free tutoring, personal and career counseling, and cultural and educational activities.



Legacy 2000 mentor, Tolu Adegboro at the Black and Latino/a New Student Orientation on Sept 16.



Dean of Student Services Keith Motley greets incoming Black and Latino/a students.



The students, faculty and staff of Balfour Academy.

Kevin Wright

Balfour Academy
Civil Engineering major, class of 2001
Currently working at a Top 25 Engineering firm in transportation

I persevered in difficult courses that I would not have made it without the help of friends, professors, and Earl Stafford (of Balfour Academy). There were times I wanted to switch to an easier major and just breeze through college, but my five years really prepared me for mental toughness and other leadership roles in my life. (Balfour) helped me deal with many things throughout college and gave me an opportunity to be a role model for a younger generation that is behind and even an older generation ahead.

Kassandra Rodriguez

Legacy 2000 mentor
Middler & Pharmacy major

The program has allowed me to grow not only as a person, as a leader, as a mentor, and to be mentored. I have learned how to tolerate other people. I have learned how to take the initiative at times and how to step back at other times. I have definitely learned to articulate myself much more clearly.

Denise Devlin

School of General Studies tutor
Middler Engineering major

Denise liked that the program is small and "geared towards community building," and the fact that the teachers were very available. "They treat you like you're somebody. You're a name not a number." She feels that the Integrated Language Skills (ILS) class, a mandatory study-skills/adjustment to college course unique to SGS, helped prepare her for advanced classes in her major. "It really built up my confidence and helped me become very organized."

Boston Housing Authority Teens GEARUP at Northeastern

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After lunch, the students went to the Snell Library to research classes required in high school and in college in order to acquire the education and skills needed to succeed in their career interests.

Students were instructed each day in English, Mathematics, and Life Skills, during which they worked on changing aspects of their life styles in order to be more successful in American society.

Town meeting style discussions occurred at the end of the day where staff and students assessed and constructively critiqued the day's performances and activities. They also discussed future plans, raised questions and made comments.

Middler Justin Brown was a mentor in the program. Brown, who is an active leader in Northeastern and community activities, grew up in an inner-city Boston neighborhood.

Ronné Patrick, NU's Dean of Admissions, and two of her associates gave a presentation on the academic requirements for attending college. They spoke about grades, SAT scores, scholarships, financial aid grants, loans, class requirements and leadership skills.

Boston High School Students Build Bridge to Calculus in NU Summer Program

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summer programs at NU are, along with African-American or Hispanic young people whose families have been here for some time, almost all from families in which they or their parents have recently arrived from Latin or Central America, Africa, Eastern Europe or Asia. For this population, mathematics is a key to academic and professional success in American society.

Associate Vice Provost Brown told the students, "Your motivation in coming here each morning in the summer at 7:30 to study pre-calculus speaks well of your potential academic success in the future." It would seem that these students will be the leaders of society in the 21st century much as the waves of immigrants in the early 1900s produced the leaders of 20th century America. The summer programs are not just about mathematics, they are a piece of history.

Office of the Diversity Coordinator Promotes the Understanding and Valuing of Differences

Bringing formal cultural awareness training to members of the Northeastern community is part of the Division of Cooperative Education's effort to prepare NU staff, students and co-op employers for the challenges that lie ahead. There are currently 28 trained facilitators within the division who are prepared to meet the diversity training needs of departments and groups both large and small. The Cultural Awareness Train-the-Trainers Program gives identified members of a group the skills and tools necessary to implement ongoing diversity programs within their own units. The benefits of implementing an in-house diversity program

range from raising the level of awareness among students and colleagues to providing a cost-effective way to establish a consistent resource. Topics of workshops include exploring personal culture, the dynamics of difference and managing conflict through cross-cultural flexibility.

- The office will host the Open House/Reception for Culturally Diverse Students in November.

- Watch the *NU News* for details on the upcoming diversity essay competition for students. The top three winners will receive monetary awards which will be applied to their tuition if the accounts are open

Contact: Pat Venter, Diversity Coordinator, Division of Cooperative Education at 617-373-4235

Access Northeastern is published three times a year by the Associate Vice Provost for Academic Opportunity.

Edited by Amy Roeder

a.roeder@neu.edu

617-373-5851

All photos in this issue, except for Balfour Academy, by Craig Bailey.



ACCESS PROGRAMS

112 Hayden Hall
Northeastern University
Boston, MA 02115