CALIFORNIA COMMUNITY COLLEGES
AND
CITRUS
COMMUNITY COLLEGE DISTRICT

#87-0079
### Students in Distress: Meeting the Challenges

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tr>
<td>1987-88</td>
<td>87-0079</td>
<td>Citrus</td>
<td>Citrus</td>
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**PROJECT TITLE**

Students in Distress: Meeting the Challenges

**FUNDING CATEGORY & AWARD**

<table>
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<th>Grant = $16,160</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<td>D --- Ed Services For New Clientele</td>
<td>Implementation Model</td>
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**PROJECT PRODUCT**

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<th>PROJECT TOPIC #2</th>
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<td>Human Resources</td>
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**PROJECT DIRECTOR**

Patricia Rasmussen, Admin Ass’t to Pres

**PROJECT SUPERVISOR**

Rita Burleigh, Asso Dean of Instruction

**PROPOSAL DESCRIPTION**

This project will help the faculty of 32 Southern California community college districts cope more effectively with increasing student diversity. A consortium of three districts, Citrus, Chaffey, and Mt. San Antonio, will sponsor three drive-in conferences on classroom strategies for faculty members whom must deal daily with students in distress.

The series of staff development conferences will provide faculty with practical strategies for meeting the classroom needs of community college students in distress: refugees, non-native speakers, suicidal students, battered students, addicted students, disabled students, students with low self-esteem, students facing temporary crises, emotionally-disturbed students, economically-disadvantaged students, single parents, and re-entry students. These student populations are particularly attracted to and served by community colleges.
Students in Distress: Meeting the Challenge

This project will help the faculty of 32 Southern California community college districts cope more effectively with increasing student diversity. A consortium of three districts, Citrus, Chaffey, and Mount San Antonio, will sponsor three drive-in conferences on classroom strategies for faculty members who must deal daily with students in distress. This program is designed to serve approximately 600 community college faculty.

Specifically, we propose a series of staff development conferences to provide faculty with practical strategies for meeting the classroom needs of community college students in distress: refugees, non-native speakers, suicidal students, battered students, addicted students, disabled students, students with low self-esteem, students facing temporary crises, emotionally disturbed students, economically disadvantaged students, single parents, and re-entry students. These student populations are particularly attracted to and served by community colleges.

STUDENTS IN DISTRESS: MEETING THE CHALLENGE will serve as a model faculty development program and will be videotaped for further dissemination. Conference materials will be available upon request from other community colleges. In addition, all materials will be submitted to the Chancellor's Office and to VOICE for further dissemination. Representatives from high school districts will be invited to participate on the advisory committee and to attend and evaluate the workshops for possible adaptation for secondary school faculty in the following year. Copies of a final evaluative report will be distributed to fifty Southern California community colleges.

This project matches all five programs and services listed in Education Code, Section 84381, and addresses the issue of the community college mission by increasing access to and success in postsecondary education among all student groups as indicated in the Board of Governors’ Basic Agenda Addendum, 1987.

The proposed budget for this project is $90,482 from local funds and $21,747 from the Fund for Instructional Improvement, for a total of $112,229.
Students in Distress: Meeting the Challenge

1. Specific Educational Program Being Addressed

1. While we believe that the purpose of this project addresses all five programs or services listed in Education Code, Section 84381, it most particularly relates to:

PROGRAMS FOR IMPROVING TEACHING ABILITIES OF FACULTY

This project will improve the quality of teaching across the curriculum. It would be particularly beneficial as a supplement to district faculty orientation programs, for teachers from districts that are undergoing rapid demographic changes, and for faculty who have been distressed by observed changes in the student population.

The conferences will be offered to provide maximum faculty attendance flexibility; i.e., full-day or half-day, with or without lunch. The general format for each conference will be two morning workshops, lunch with a major speaker on a related topic, and two afternoon workshops. Each conference will focus on a different STUDENT IN DISTRESS theme and will be designed for teachers who are not expert with the particular student population under discussion.

PROGRAMS ADDRESSING SPECIAL NEEDS OF DISADVANTAGED STUDENTS

Districts often have designated specialists for many student populations addressed by this project. These specialists, however, have difficulty reaching a critical mass of faculty on each campus and are often perceived by faculty members as student-advocates rather than teacher-consultants. The goal of this project is to present information to classroom teachers that will focus on lecture, laboratory, testing, and interpersonal and classroom communication issues rather than those issues more central to recruitment, off-campus referrals, student support networks, and counseling.

EDUCATIONAL SERVICES FOR NEW CLIENTELE

This series of staff development conferences will provide faculty with practical strategies for meeting the classroom needs of community college students in distress: refugees, non-native
speakers, suicidal students, battered students, addicted students, disabled students, students with low self-esteem, students facing temporary crises, emotionally disturbed students, economically disadvantaged students, single parents, and re-entry students. These student populations are particularly attracted to and served by community colleges. They are also particularly challenging to the teacher who is confronted by the extra burdens they bring to the classroom.

2. This project should be considered a new development.

3. To help faculty cope effectively with an emerging student diversity, a consortium of three districts, Citrus Community College District, Chaffey Community College District, and Mount San Antonio Community College District, will sponsor three drive-in conferences focusing on practical strategies for faculty members who must deal daily with students in distress.

Citrus College will coordinate the project. Each district will host one of the STUDENT IN DISTRESS conferences. Chaffey and Mount San Antonio will additionally participate by sending grant representatives to planning and evaluation meetings. They will also share technical expertise; i.e., in the areas of videotaping and promotion.

4. STUDENTS IN DISTRESS: MEETING THE CHALLENGE will serve as a model faculty development program and will be videotaped for further dissemination by the consortium, the Chancellor's Office and VOICE.

Representatives from high school districts will be invited to participate on the advisory committee and to attend and evaluate the workshops for possible adaptation for secondary school faculty in the following year.

Membership on the Advisory Committee will include, but not be limited to, representatives from relevant public social service agencies and community college representatives with expertise on special student populations, faculty development, Academic Senate, and GAIN.

BASIC AGENDA ADDENDUM

STUDENTS IN DISTRESS: MEETING THE CHALLENGE addresses the issue of the community college mission by increasing access to and success in postsecondary education among all student groups as indicated in the Board of Governors' Basic Agenda Addendum, 1987.
2. Specific Problems Being Addressed

By the year 2000, 52 percent of the school-age children in California will be from communities composed of the children of today's urban ghettos: immigrants from Asia and Central America and members of the working poor. Community college teachers will be challenged by students in crisis, illiterate students, students new to our country, and students who are economically and socially disadvantaged.

Current programs on services for special populations, such as the special needs conference sponsored by the Chancellor's Office, are directed to specialists primarily concerned with compliance issues, model programs, and information-sharing among colleagues. The focus of this project would be the classroom teacher.

As we strengthen the rigor of our programs, we need also to strengthen the ability of our front-line faculty to cope with the increasing number of students who bring personal burdens to the classroom. The improvement of instruction must begin with a staff development program to address these faculty concerns.

We expect the following outcomes:

1. Approximately 600 community college faculty better prepared to teach students from special populations.

2. Fifteen videotapes and other staff development materials available for further dissemination within the state.

3. A staff development model that could be replicated by community college districts or adapted by secondary schools.
3. Population To Be Served

These conferences are designed to serve 50 Southern California community colleges. We expect this project to directly serve approximately 600 community college faculty. Students from these special populations will subsequently benefit from their teachers’ increased awareness of appropriate and effective classroom techniques.

Neighboring districts most likely to benefit from this project include Rio Hondo, Pasadena, Glendale, Cerritos, Long Beach, Los Angeles, Rancho Santiago, San Bernardino, Victor Valley, North Orange, and Riverside.
OBJECTIVES
STUDENTS IN DISTRESS: • MEETING THE CHALLENGE

DATES OF PROJECT: July 1987 - June 1988

Objective 1:
Plan, prepare, conduct and evaluate conference #1
TITLE: HELPING STUDENTS COPE.
CONFERENCE DATE: October 1987
SITE: Mount San Antonio College, Walnut
MONTHS: 1-4
BUDGET: $37,409

Objective 2:
Plan, prepare, conduct and evaluate conference #2
TITLE: COPING WITH STUDENTS
CONFERENCE DATE: February 1988
SITE: Citrus College, Glendora
MONTHS: 4-8
BUDGET: $37,409

Objective 3:
Plan, prepare, conduct and evaluate conference #3
TITLE: TEACHERS & STUDENTS: SURVIVAL
CONFERENCE DATE: May 1988
SITE: Chaffey College, Alta Loma
MONTHS: 8-11
BUDGET: $37,409

Objective 4:
Prepare and disseminate final report of project, videotapes, and supplementary materials.
SITE: Citrus College, Glendora
MONTHS: 4, 8, 11
BUDGET: Spread across previous objective costs
5. Workplan Narrative

ACTIVITIES

OBJECTIVE I

TIMELINE:
MONTHS 1-4

ACTIVITY:
Project Director, Project Supervisor, Advisory Committee, and Mount San Antonio College Site Coordinator will:

■ Hold meeting of Advisory Committee to plan conference #1
■ Prepare and conduct conference #1
■ Hold meeting of Advisory Committee to review evaluations of conference #1

PERSONNEL:
Project Director and Project Supervisor
Advisory Committee members
Mount San Antonio College Site Coordinator
Conference presenters
Conference attendees
Classified staff

EQUIPMENT, MATERIALS, FACILITIES:
Conference Room, Citrus College
Auditorium, Mount San Antonio College
Videotaping equipment and materials
Written reports, handouts, etc.
Promotional materials

EVALUATION PROCEDURE:
Formative report of Advisory Committee

OBJECTIVE 2

TIMELINE:
MONTHS 4-8

ACTIVITY
Project Director, Project Supervisor, Advisory Committee, and Citrus College Site Coordinator will:

■ Hold meeting of Advisory Committee to plan conference #2
■ Prepare and conduct conference #2
■ Hold meeting of Advisory Committee to review evaluations of conference #2

PERSONNEL:
Project Director and Project Supervisor
Advisory Committee members
Citrus College Site Coordinator
OBJECTIVE 3
TIMELINE:
MONTHS 8-11
ACTIVITY:
Project Director, Project Supervisor, Advisory Committee, and Chaffey College Site Coordinator will:
- Hold meeting of Advisory Committee to plan conference # 3
- Prepare and conduct conference #3
- Hold meeting of Advisory Committee to review evaluations of conference #3
PERSONNEL:
Project Director and Project Supervisor
Advisory Committee members
Chaffey College Site Coordinator
Conference presenters
Conference attendees
Classified staff
EQUIPMENT, MATERIALS, FACILITIES:
Conference Room, Citrus College
Auditorium, Chaffey College
Videotaping equipment and materials
Written reports, handouts, etc.
Promotional materials
EVALUATION PROCEDURE:
Formative report of Advisory Committee

OBJECTIVE 4
TIMELINE:
MONTHS 4,8,11
ACTIVITY:
Project Director, Project Supervisor, and Advisory Committee will:
- Hold meeting of Advisory Committee to prepare and disseminate final report of project, videotapes, and supplementary materials.
PERSONNEL:
- Project Director and Project Supervisor
- Advisory Committee members
- Classified staff

EQUIPMENT, MATERIALS, FACILITIES:
- Conference Room, Citrus College
- Videotaping equipment and materials
- Written reports, handouts, etc.

EVALUATION PROCEDURE:
- Summative report of Advisory Committee

PROPOSED CONFERENCE AGENDAS

I. HELPING STUDENTS COPE:

- two morning workshops:
  - teaching re-entry students
  - single-parent students
- luncheon speaker:
  - self-esteem legislation
- two afternoon workshops:
  - GAIN: how will it affect faculty
  - re-training that works

II. COPING WITH STUDENTS:

- two morning workshops:
  - students and substance abuse
  - emotionally disturbed students
- luncheon speaker:
  - coping with the obnoxious student
- two afternoon workshops:
  - physically challenging students
  - teaching the learning-disabled student

III. TEACHERS & STUDENTS IN DISTRESS

- two morning workshops:
  - refugee students
  - non-native speaking students
- luncheon speaker:
  - student suicide
- two afternoon workshops:
  - students in temporary crisis
students with no money
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

STUDENTS IN DISTRESS: MEETING THE CHALLENGE will serve as a model faculty development program for orientation programs, teacher education programs, and districts undergoing rapid demographic change. Portions of the workshops could be adapted and replicated for staff development workshops focusing on teacher burnout and stress-related problems. Information concerning the content, structure, and evaluation of these conferences will be forwarded to staff development officers in Southern California.

Based on information from the faculty evaluations of the conferences, there is a strong possibility of follow-up conferences.

We expect that the 600 faculty who will attend these conferences will share the information with their colleagues both within and outside their disciplines. This is being designed as a cross-disciplinary faculty development project.

The Advisory Committee would include representatives from high school districts and from relevant public social service agencies for possible adaptation for secondary school faculty in the following year.
7. Evaluation Plan

The evaluation of the project will be based on the development of three formative and one summative reports. The Project Director will be responsible for fulfilling all objectives, including the preparation and dissemination of evaluations.

The formative evaluation method will assess how well the desired outcomes of each conference were achieved. Included in each formative evaluation will be information from the following surveys:

- Members of the consortium will be surveyed as to the effectiveness of the model, level of satisfaction, suggestions for improvement, faculty response, areas for further faculty development projects.
- Faculty members who attend the conferences will be surveyed to determine level of satisfaction, suggestions for improvement, applicability of information, areas for further faculty development projects, quality of materials.
- Conference presenters will be surveyed to determine suggestions for improvement.

The summative evaluation method will then assess how well the desired outcomes of the project were achieved. It will include:
- participation statistics
- requests for materials and videotapes
- information on possible replications of the project

The results of the evaluation will be included in the final report to the Fund for Instructional Improvement and in packets sent to community college staff development officers in Southern California.
8. Dissemination Plan

A series of videotapes will be distributed as follows:

- one set to each sponsoring district
- one set to the Chancellor's Office
- one set to VOICE

Individual tapes and supplementary materials will be available to districts at the cost of reproduction. These tapes will provide faculty development opportunities for those faculty unable to attend the conferences or wishing to review conference information.

Copies of a summative report will be distributed to fifty Southern California community colleges. Materials for study and implementation will be available upon request from other community colleges.

In addition, the consortium members will be available to assist other districts in conducting similar workshops for other interested faculty.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT].