Follow up of Basic Skills Students

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<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<td>1988-89</td>
<td>88-0016</td>
<td>Rancho Santiago</td>
<td>Rancho Santiago</td>
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**PROPOSAL DESCRIPTION**

Working with designated Chancellor's Office staff and with the data base available in the Chancellor’s Office containing data describing individual students in the Outcomes study cohort the contractor will:

Establish contact and ensure the cooperation of a representative sample of at least 20 participating colleges.
Follow-up Basic Skill Students

This proposal outlines a study plan by which the Learning Assessment Retention Consortium (LARC) will follow up on a selected sample of the students who were studied in the Year 1/Writing and Year 2/Reading LARC Student Outcomes Study. Forty-eight colleges and 10,000 students have been included in those two studies in 1986-87 and 1987-88. Additionally, during 1987-88, a follow-up study was conducted with the students in the 1986-87 Year 1/Writing outcomes study (in 20 of the 29 colleges).

LARC recognizes that not only is the purpose of remediation programs in community colleges to prepare students for college-level work, but additionally student outcomes can not be adequately addressed and described within a one semester or one year time frame such as provided in the initial studies. The current outcomes study reports only report on one year’s worth of student work. This proposed project will extend those studies longitudinally.

The study plan includes inviting all 48 study colleges to participate in the follow-up activity, with a goal of a minimum of 20 colleges finally participating. Information about the students in each college’s original sample will be collected to further describe the educational progress of the students and the impact which their educational experience has had upon them. Students who completed their basic skills course will be studied as well as those who did not complete.

The findings will provide longitudinal outcomes information about a large group of one-time remedial community college students. This is the first time that this type of a project has been undertaken, and the information generated will be useful both for college level program evaluation and improvement and for state level accountability purposes.
Follow-up Basic Skill Students

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

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3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

[NO “OBJECTIVES” ACCOMPANIES THIS DOCUMENT.]
5. Workplan Narrative

Work Statement

After the sample of participating colleges is identified, questionnaires, interview guides, other data collection forms and instructions will be provided to each college for implementation in Fall 1988. Colleges will be asked to contact each sample student and to extract enrollment information from college records about each sample student. Colleges will be funded to complete these activities on a performance basis. The data collection instruments will include the following elements, relative to the time period since the Student Outcomes Study:

1. Community college enrollment information - units enrolled in (remedial and non-remedial), units completed, and g.p.a.

All data will be sent to the Rancho Santiago Research Center for analysis. Julie Slark, Director of the Center, will direct and coordinate the study efforts as she has for the last two years of the LARC Student outcomes Study. The LARC Research Committee will act as the Advisory Committee for the study and will meet periodically throughout the year. This committee will be responsible for the design of the study including the instruments.

Dissemination of the findings of the study will continue to take place through distribution of reports and presentations to groups and conferences.

Project Organization

A. General Approach

The Project Director will be Julie Slark, Director of Year 1 and Year 2 of the LARC Student Outcomes Study and Director of Research and Planning at Rancho Santiago College, which will act as the fiscal agent. The LARC Research Committee will act as the Advisory Committee.

Increasing student success is a major goal of the California community colleges. This goal is also the focus of LARC, the Learning Assessment Retention Consortium. Members of this network--formed in 1981 and including 80 colleges--share a common purpose: to translate concern about student success into local action. From the beginning, LARC has identified research as a major priority and a critical link in accountability.

Prior to the first 1986-87 Student Outcomes Study, LARC had received three FII grants. The Consortium's structure and technical expertise has provided for the successful completion of the first multi-college, multi-measures student outcomes study in California community colleges as well as several related studies, reports, and projects. Those studies and reports have been
widely disseminated in California and nationwide and have had major impacts upon individual participating college programs and state level policy.

The LARC Research Committee includes community college professionals from the research area, and reading, writing, and math programs. California research organizations and other professional associations are represented on the committee, and there is frequent exchange between committee members and constituent groups.

B. Staffing

Project Director - Julie Slark will devote 25% of her time to this project during 1988-89. Her time will be provided by RSC district funds.

Project Assistant - Suzi Russell will devote 75% of her time to this project and will be funded by the project.

The Rancho Santiago Research Center, which is housed within the Rancho Santiago Foundation, will be a subcontract and will receive a portion of the funds from the Rancho Santiago Community College District. The purpose of this arrangement is to fund travel for Project Advisory Committee members and participating college contact persons; it is difficult logistically to fund travel of non-district persons through the college district/county accounting system.
6. Expected Outcomes

[NO “OUTCOMES” ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]