CALIFORNIA COMMUNITY COLLEGES
AND
PERALTA
COMMUNITY COLLEGE DISTRICT

#88-0434
### STUDY GROUPS: A Retention Strategy for Black and Hispanic Students

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<td>1988-89</td>
<td>88-0434</td>
<td>Laney</td>
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**PROJECT TITLE**

**STUDY GROUPS: A Retention Strategy for Black and Hispanic Students**

**FUNDING CATEGORY & AWARD**

Grant = $45,000

**ELIGIBLE PROGRAM**

D --- Special Learning Needs of Ed/Dis

**PROJECT CATEGORY**

Implementation Model

**PROJECT PRODUCT**

Competency

**PROJECT TOPIC #1**

Transfer

**PROJECT TOPIC #2**

Mathematics

**ACADEMIC SUBJECT**

**PROJECT DIRECTOR**

Milton Shimabukuro, Project Director

**PROJECT SUPERVISOR**

Henry Fort, Dean Student Services

**PROPOSAL DESCRIPTION**

The Quantitative Reasoning Requirement for transferring to four-year colleges/universities has been a significant barrier for Black and Hispanic community college students. The change in this requirement by the California State University raises the level of competency in mathematics. This project proposes to implement “Study Groups” as a retention strategy targeting Black and Hispanic students who are attempting to satisfy this requirement for transfer.

This model, a supplemental instruction program that includes cooperative learning strategies involves peer support systems, direct links with classroom activities, faculty involvement, and the capacity to address different learning styles of group members.
The Quantitative Reasoning Requirement for transferring to four-year colleges and universities has been a significant barrier for Black and Hispanic Community College students. The recent change in this requirement by the California State University that raises the level of competency in mathematics will present a greater barrier to transfer for Black and Hispanic Students.

This project proposes to implement "Study-Groups," a retention strategy targeted for Black and Hispanic students who are attempting to satisfy the Quantitative Reasoning Requirement to transfer. The study-group model is a supplemental instructional program that includes cooperative learning strategies in small group settings. Inherent in the study-groups are: 1. peer-support systems; 2. direct link with classroom activities; 3. faculty involvement in the project; and 4. the capacity to address different learning styles of participants.

The expected outcome of this project is to raise the completion and performance rates of Black and Hispanic students in required mathematics courses, thereby increasing the number of potential transfer students to four-year colleges and universities.
Study Groups: A Retention Strategy for Black and Hispanic Students

1. Specific Educational Program Being Addressed

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

The Quantitative Reasoning Requirement for transferring to four-year colleges and universities has been a significant barrier for Black and Hispanic Community College students. The recent change in this requirement by the California State University that raises the level of competency in mathematics will present a greater barrier to transfer for Black and Hispanic Students.

This project proposes to implement "Study-Groups," a retention strategy targeted for Black and Hispanic students who are attempting to satisfy the Quantitative Reasoning Requirement to transfer. The study-group model is a supplemental instructional program that includes cooperative learning strategies in small group settings. Inherent in the study-groups are: 1. peer-support systems; 2. direct link with classroom activities; 3. faculty involvement in the project; and 4. the capacity to address different learning styles of participants.

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BACKGROUND

At Laney College, the most significant problem for Black and Hispanic students who intend to transfer to four-year colleges or universities is: the high drop-out rate from courses that are required to transfer, particularly from the prerequisite mathematics courses and courses that satisfy the Quantitative Reasoning Requirement to transfer.

Laney College has maintained detailed records of enrollment and the rate of attrition by ethnicity for every class offered since 1980 (Attrition by Ethnicity - Report SB124A). The data is clear and consistent. For example, in Fall, 1987 in all Trigonometry classes, only 18 Black students and 7 Hispanic students were enrolled out of a total of 82 students. Only 2 Black (11%) and 2 Hispanic (28%) students completed the course with a passing grade. In all Elementary Statistics classes, only 21 Black and 4 Hispanic students enrolled out of a total of 78 students. Only 5 Black (23%) and 2 Hispanic (50%) students completed the course with a passing grade. Very few Black and Hispanic students complete transfer-level courses in mathematics, but more importantly is the fact that an unacceptable number of Black and Hispanic students complete the mathematics courses that are prerequisites to the transfer-level courses. In Fall, 1988, the California State University raised the Quantitative Reasoning Requirement to: completion of a course that requires Intermediate Algebra as a prerequisite. Meeting this higher standard will present a greater barrier for Black and Hispanic students who intend to transfer to four-year institutions.

In order to improve the transfer rate of community college students, a number of related problems must be addressed simultaneously: (1) interinstitutional agreements between
colleges that both transfer and receive students must be created; (2) information about the transfer process must be collected and disseminated to students, counselors and administrators; (3) and most importantly, students intending to transfer must successfully complete the courses required to transfer at a performance level that will increase their chances of being admitted to a four-year college or university. Most institutions are able to accomplish tasks #1 and #2; but, low numbers of Black and Hispanic community college transfers nationwide suggest that task #3 has been particularly difficult to accomplish.

In 1983, through a Ford Foundation grant, and in 1984, through a grant from Networks, Laney College initiated a program called "Study-Groups," a cooperative learning strategy that is designed to increase the retention and completion rates of students enrolled in courses that are required to transfer to four-year institutions. The study-groups are similar to the highly successful Professional Development Program (PDP) at the University of California, Berkeley.

Evaluations of the study-groups in 1983 and 1984 indicated that the study-groups significantly enhanced the retention and performance rates for students enrolled in transfer-level courses. Participants in the study-groups persisted in their courses in greater numbers and earned higher grade point averages than non-participants. (See Appendix A and B.)

MISSION/METHODOLOGY
This Underrepresented Student Special Project proposes to expand the successful study-group model, with specific emphasis on targeting Black and Hispanic students who enroll in prerequisite mathematics courses and courses that meet the Quantitative Reasoning Requirement. The students will be identified through the assessment component of the Matriculation Plan and through the current class enrollment rosters.

Many Black and Hispanic students isolate themselves academically from their classmates. Unlike their majority counterparts, Black and Hispanic students rarely study with their classmates. The informal study-groups, common among majority students, are vehicles for academic socialization. They enable students to "assess" their understanding of college and course requirements. These study-groups are efficient mechanisms for gathering specific academic knowledge, as well as providing an important source of encouragement, emotional support, and an opportunity for Black and Hispanic students to enrich their academic experiences.

Study-groups are made up of 15-16 students who are enrolled in the same course. They meet three to four hours per week outside of class in a structured group activity that is focused on understanding the concepts under study in the classroom. The students in the study-group meet with two study-group facilitators who are advanced students and proficient in the subject area. The study-group facilitators also attend class lectures with the participants. The instructor of the course meets regularly with the study-group facilitators to develop work-sheets and other materials that will be used in the study-groups to enhance the comprehension of the concepts under study in the classroom. The facilitators provide a cost effective and efficient means of delivering additional instruction, in addition to explaining the technical language of the course and the textbook vocabulary. The facilitators allow students to assume instructor roles,
technique that significantly contributes to students' learning. The primary goal of the facilitators is to encourage Black and Hispanic students to utilize the study-group method; that is, "students helping students," a method of studying that can be continued after they transfer to four-year colleges and universities.
3. Population To Be Served

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

GOALS

1. To increase the number of Black and Hispanic students who are eligible to enroll in transfer-level mathematics courses by 20%.

2. To increase the number of Black and Hispanic students that complete the Quantitative Reasoning Requirement by 20%.

3. To increase the level of academic performance for Black and Hispanic students in mathematics courses by a .5 grade-point average over non-study-group students.

4. To increase the retention rates of Black and Hispanic students in all classes attempted each semester of the project.

OBJECTIVES

1. To establish a management system that promotes and coordinates the project's goals and objectives in compliance with the guidelines of this Special Project.

2. To identify Black and Hispanic students who must complete the Quantitative Reasoning Requirement for transfer to four-year colleges and universities.

3. To implement eight (8) study-groups each semester for Black and Hispanic students enrolled in mathematics courses.

4. To monitor, encourage, and support the progress of study-group participants.

5. To provide study-skills workshops and to disseminate transfer related information.

6. To evaluate the completion and performance rates of Black and Hispanic study-group participants in mathematics courses AND all other courses attempted.
5. Workplan Narrative

WORK STATEMENT

OBJECTIVE 1:
To establish management system that promotes and coordinates the project's goals and objectives in compliance with the guidelines of the Special Project.

TIMELINE: January

ACTIVITY:
- Establish a project management structure for program operations.
  PERSONNEL: Dean of Student Services
- Establish an Advisory Committee, made up of faculty, staff and students.
  PERSONNEL: Project Director
- Establish a budgetary system to monitor all expenditures.
  PERSONNEL: Project Director
- Hire a program coordinator.
  PERSONNEL: Project Director
  Personnel Dept.
- Identify mathematics faculty who will serve as advisors to the study-group facilitators.
  PERSONNEL: Project Director
- Hire study-group facilitators.
  PERSONNEL: Project Director
  Program Coordinator

OBJECTIVE 2:
To identify Black and Hispanic students who must complete the Quantitative Reasoning Requirement to transfer to four-year colleges and universities.

ACTIVITY:
- Inform all mathematics instructors - and counselors about the project, with a procedure for student referral
  PERSONNEL: Project Director
  Program Coordinator
- TIMELINE: January and August

Identify Black and Hispanic students currently enrolled in mathematics courses.
PERSONNEL: Project Director
Establish orientation sessions for Black and Hispanic students currently enrolled in mathematics classes to inform and register them in the study groups.

PERSONNEL: Project Director
Program Coordinator
Math Faculty

TIMELINE: January and May

Inform Matriculation and Transfer Center staff about the project and a procedure to refer students.

PERSONNEL: Project Director
Program Coordinator

TIMELINE: January and May

Establish a work station in the mathematics assessment to identify, inform and register students in the study-groups.

PERSONNEL: Program Coordinator
Matriculation Staff

TIMELINE: January and August

Send letters to Black and Hispanic students identified in the Transfer Center database to inform them of the project and the procedures to register.

PERSONNEL: Program Coordinator
Transfer Center Staff

TIMELINE: January and August

OBJECTIVE 3:
To implement eight (8) study-groups each semester for Black and Hispanic students enrolled in mathematics courses.

ACTIVITY:
Identify mathematics class sections in which study-groups will be offered.

PERSONNEL: Project Director

TIMELINE: January and May

Establish a schedule for all study-groups.

PERSONNEL: Project Director
Program Coordinator

TIMELINE: January and May

Secure space for study-groups.

PERSONNEL: Program Coordinator

TIMELINE: January and August
Reserve space on class rosters for study-group students.

PERSONNEL: Dean of Instruction
Program Director

TIMELINE: January and May

Register students in the study-groups and related mathematics classes.

PERSONNEL: Program Coordinator

TIMELINE: January and August

Establish meetings (weekly) between study-group facilitators and mathematics faculty.

PERSONNEL: Project Director

TIMELINE: January and August

Establish in-service meetings (bi-monthly) between study-group facilitators and project director and coordinator.

PERSONNEL: Project Director
Program Coordinator

TIMELINE: January and August

Purchase books/supplies for study-group facilitators.

PERSONNEL: Program Coordinator

TIMELINE: January and August

Begin study-group meetings.

PERSONNEL: Project Director
Program Coordinator

TIMELINE: February and September

OBJECTIVE 4:
To monitor the progress of study-group participants.

ACTIVITY:
Consult with mathematics faculty on test dates, concepts under study, and students' progress.

PERSONNEL: Study-group facilitators

TIMELINE: Weekly

Establish record-keeping systems for attendance and test scores for study-group participants.

PERSONNEL: Study-group facilitators

TIMELINE: January and August

OBJECTIVE 5:
To provide study-skills workshops and to disseminate transfer information to all
study-group participants.

ACTIVITY:
Secure test scores and progress reports from mathematics faculty.
PERSONNEL: Program Coordinator
TIMELINE: Weekly

Confer with individual participants regarding their academic progress.
PERSONNEL: Program Coordinator
TIMELINE: Weekly

Implement study-skills workshops that include time-management, test-taking and test preparation skills.
PERSONNEL: Program Coordinator
College Counselor
TIMELINE: Spring and Fall

Implement workshops on transfer issues; i.e., General Education/Breadth Requirements, financial aid, etc.
PERSONNEL: Program Coordinator
College Counselor
TIMELINE: Spring and Fall

OBJECTIVE 6:
To evaluate the completion and performance rates of Black and Hispanic study-group students in mathematics courses and all other courses attempted.

ACTIVITY
Obtain copies of final grade rosters for all mathematics sections in which study-groups were offered.
PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Obtain transcripts for all study-group participants.
PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Compare the completion rates of study-group participants to other Black and Hispanic non-participants in corresponding mathematics courses.
PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Compare the completion rates of study-group participants to all non-participants in corresponding mathematics courses.
PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Compare the grade point averages of study-group participants to non-participants in corresponding mathematics courses.

PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Compare the retention rates of study-group participants to non-study-group participants in other classes attempted.

PERSONNEL: Program Coordinator
TIMELINE: July, 1989 and December, 1989

Submit a comprehensive report to the California Community College Chancellor's Office.

PERSONNEL: Project Director
TIMELINE: January 1990

PROGRAM SCHEDULE
There will be eight (8) study-groups each semester for the duration of the project. The following study-groups will be offered:

<table>
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<tr>
<th>Spring, 1989</th>
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<tr>
<td>3 - Elementary Algebra</td>
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<tr>
<td>3 - Intermediate Algebra</td>
<td>2 - Intermediate Algebra</td>
</tr>
<tr>
<td>1 - Trigonometry</td>
<td>2 - Trigonometry</td>
</tr>
<tr>
<td>1 - Elementary Statistics</td>
<td>2 - Elementary Statistics</td>
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All Black and Hispanic students currently enrolled in Algebra courses will be immediately identified in January and encouraged to schedule the study-groups in their weekly academic program for the Spring semester.

The staff members of our mathematics assessment component of Matriculation will refer all Black and Hispanic students who are eligible for the above courses to the project staff for a study-group orientation prior to establishing their academic programs. Each study-group will consist of sixteen (16) students. Therefore, approximately two hundred fifty-six (256) students will be recipients of the service during the duration of the project.

The following tasks will be performed by the project's staff:

January
1. Establish a management component for fiscal and program compliance.

2. Establish an Advisory Committee, consisting of faculty, staff and students, to direct and assist in achieving the goals of the project.
3. Screen, select and hire a study-group coordinator and study-group facilitators.

January to August

4. Confer with the faculty in the Mathematics Department to August to implement and coordinate the project goals.

5. Provide in-service training for selected study-group facilitators

Spring & Fall

6. Identify, inform and register study-group participants.

7. Coordinate informational workshops; i.e., "Time Management," "Study-Skills," "Test-taking," etc., for study-group participants.

June '89 & Jan 1990

8. Monitor the attendance and progress of each study-group participant.

9. Coordinate the evaluation of each study-group including comparative retention and performance rates between participants and non-participants.

January 1990

10. Submit a comprehensive report to the Community College Chancellor's Office.

PROJECT ORGANIZATION

A. GENERAL APPROACH: TECHNICAL CAPABILITIES OF THE ORGANIZATION

Laney College is one of four institutions within the Peralta Community College District. The campus is located in downtown Oakland, a highly industrialized city with a very large ethnic minority population. Oakland may be characterized by poverty, unemployment, and low educational achievement, particularly of poor and minority youth. The college has an enrollment of 11,000 day and evening students, of which 65 percent are minority students.

The two major administrative divisions at Laney College are the Office of Instruction and the Student Services Division. The Student Services Division is under the administration of the Dean of Student Services and two Assistant Deans who are responsible for various programs within Student Services. The Student Services Council, composed of department chairpersons from each area in Student Services, meets monthly. The Assistant Dean, who is currently responsible for the Transfer Center Project, will be the manager responsible for this proposed project. This administrative structure will cooperatively facilitate the successful implementation of this proposed project.
B. STAFFING

1. Personnel performing activities described in WORK STATEMENT (SECTION III).
   - Dean of Student Services - Henry Fort
   - Dean of Instruction - Earnest Crutchfield
   - Project Director - Milton Shimabukuro
   - Program Coordinator - To be selected
   - Mathematics Faculty - Calvin Rouse, Ernestine Camp
   - Matriculation Staff - Mary Smith, James Nelson
   - Counseling Staff - Marilyn Rowe
   - Personnel Office - Jeanette Dorsey
   - Study-Group Facilitators - To be selected

2. Hours or percentage of time key personnel will devote to the project. Project Director - 20-25%
   - Program Coordinator - 50% time or 20 hours per week
   - Study-Group Facilitators (16) - Nine hours per week each
   - Mathematics Faculty - Four hours per week, 36 weeks
   - Counseling Staff - 10 hours per semester

C. EXPERIENCE: ORGANIZATIONAL EXPERIENCE AND BACKGROUND OF ASSIGNED PERSONNEL IN SIMILAR PROJECTS

1. ORGANIZATIONAL EXPERIENCE

In 1983-84, Laney College was selected by the Ford Foundation to participate in the Urban Community College Transfer Opportunities Program. This project focused on establishing model programs throughout the country to increase transfer opportunities for underrepresented minority students who intend to transfer from community colleges to four-year institutions. The study-group model was one of the program components at Laney College in this project (Appendix A).

In 1984-85, Laney College received a mini-grant ($5,000.00) from Networks, a subcontractor of the Ford Foundation, to expand the study-groups to include other academic disciplines (Appendix B).

In 1985, Laney College was selected by the California Community College Chancellor's Office to be one of the twenty Transfer Center Pilot Projects. The activities within this project included a limited number of study-groups.

2. ASSIGNED PERSONNEL

Milton Shimabukuro implemented the first study-groups at Laney College in 1983. Subsequently, he authored the proposals to Networks and the Transfer Center Project, and directed the establishment of all study-group activities. Mr. Shimabukuro will be the director
and responsible administrator for this project.

3. RELATIONSHIP TO CURRENT PROPOSAL

The concepts, principles and activities of the current proposal are similar to the study-group model that was implemented in the projects mentioned above. The primary and most important difference with this proposal is the participants. The study-groups in the previous projects were advertised and offered to all students after they enrolled in their classes. This proposal is specifically targeted for Black and Hispanic students who will be contacted prior to enrollment in their classes. They will be contacted during the mathematics assessment process and from the current class rosters of mathematics courses. Consequently, these students will be able to schedule the study-group sessions as part of their total academic program for each semester.
6. Expected Outcomes

[NO "OUTCOMES" ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

EVALUATION
Monthly reports will be submitted to the Chancellor’s Office indicating the current status of each objective and activity described in the PROGRAM SCHEDULE (Section IV). A final report, including both formative and summative evaluations, will be submitted in January, 1990.

Formative evaluations will include responses from:
1. students participating in the study-groups;
2. faculty involved in the project; and
3. study-group facilitators.

Summative evaluations will include:
1. Comparative data on the completion rates in mathematics courses between:
   a. Black and Hispanic participants and Black and Hispanic non-participants.
   b. Black and Hispanic participants and all non-participants.

2. Comparative data on grade-point averages between study-group participants and all non-study-group participants in mathematics courses.

3. Comparative data on Black and Hispanic study-group participants to non-participants in all other courses attempted.
8. Dissemination Plan

[NO "DISSEMINATION" ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]