CALIFORNIA COMMUNITY COLLEGES
AND
PASADENA AREA
COMMUNITY COLLEGE DISTRICT

#90-0021
California Community Colleges
Curriculum and Instructional Resources Division

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**PROJECT TITLE**

Excellence through Equity: Integrating Perspectives on Gender, Ethnicity, and Race into the Curriculum

**FUNDING CATEGORY & AWARD**

Grant = $30,000

**ELIGIBLE PROGRAM**

E --- Improvement of Trad. Instruction Prog

**PROJECT CATEGORY**

Training

**PROJECT PRODUCT**

Resource Materials

**PROJECT TOPIC #1**

Faculty/Staff Develop

**PROJECT TOPIC #2**

Inter-Disciplinary

**PROJECT DIRECTOR**

Susie Ling, Associate Professor History

**PROJECT SUPERVISOR**

Pauline Crabb, Ass’t. Dean of Instruction

**PROPOSAL DESCRIPTION**

This project is designed to increase the number of women and minority students transferring from 2-year and 4-year colleges while maintaining academic excellence. The project will integrate selected courses in the transfer curriculum to reflect perspectives and contributions of women and ethnic and racial minorities.
Excellence Through Equity: Integrating Perspectives on Gender, Ethnicity, and Race Into the Curriculum

EDUCATIONAL PROGRAM OR SERVICES ADDRESSED:
The grant will address activities under AB1173 and the Basic Agenda with regard to transfer education and diversity.

SPECIFIC PROBLEM:
In order to increase the number of women and minority students transferring from two-year to four-year colleges while maintaining academic excellence, Pasadena City College proposes to integrate selected courses in the transfer curriculum to reflect perspectives and contributions of women and ethnic and racial minorities.

POPULATION SERVED:
Twelve faculty and two faculty-coordinators would receive reassigned time to integrate selected courses in the transfer curriculum. During the grant period, these faculty would benefit from faculty development. During the two years following the grant, all students who take the newly integrated courses (approximately 1500) would benefit.

OBJECTIVES:
Faculty and staff would 1) Recognize the need for curriculum integration, 2) Identify appropriate teaching strategies and student assignments, 3) Identify and develop resources to support the newly revised courses, 4) Revise existing syllabi in selected transfer courses to better reflect project goals, 5) Participate in both summative and formative evaluations of the project, 6) Disseminate project results, 7) Inform area high school personnel of the changes in curriculum and pedagogy.

ACTIVITIES
Project faculty would 1) study scholarship in their disciplines relevant to curriculum integration, 2) attend retreats, seminars, and workshops with consultants who are curriculum integration and ethnic and women's studies specialists, and, 3) revise a general education transfer course they teach by integrating information, issues, and perspectives reflecting gender, race and ethnicity.

IMPACT AND TRANSFERABILITY:
Project would directly impact the project faculty and the approximately 1500 students who will
take their newly integrated courses during the evaluation period. Through dissemination on campus, twelve additional faculty will integrate their courses. Because all community colleges in California face similar problems, the project could serve as a model for other colleges in the system.

EVALUATION:
The project would involve both summative and formative evaluation.

DISSEMINATION:
A resource book of revised syllabi and curriculum integration strategies would be disseminated to PCC faculty, faculty at local community colleges through CAIP at UCLA, and at statewide and national conferences.

BUDGET:
Total: $45,349; $32,500 from FII; $12,849 from PCC.
Excellence Through Equity: Integrating Perspectives on Gender, Ethnicity, and Race Into the Curriculum

1. Specific Educational Program Being Addressed

INTRODUCTION

Pasadena City College seeks funding from the California Community College Fund for Instructional Improvement to integrate the transfer curriculum for gender, ethnicity, and race. The title for our project comes from the inaugural address of John Brooks Slaughter, president of Occidental college and former chancellor of the University of Maryland where he initiated a system-wide curriculum integration project. President Slaughter’s words have particular resonance for our project. "Diversity in higher education is that which occurs at the intersection of quality and equality. It is what results when co-equal emphasis is placed on excellence and equity.” In seeking to address equity, we believe that we will also achieve excellence.

EDUCATIONAL PROGRAM OR SERVICES ADDRESSED: The grant will address the following activities under AB1173:

(2) Programs for improving teaching abilities of faculty members--through faculty development

(3) special learning needs of educationally disadvantaged students, and

(4) educational services for new clientele--through integrating perspectives of those who have been traditionally absent from the curriculum, e.g., women and minorities

(5) improve traditional instructional programs--by making these programs more inclusive

In addition, the following Basic Agenda items will be addressed:

(1) Academic Affairs
(a) Transfer Education--Intensify efforts to increase the numbers and success of underrepresented students in transfer programs--through representation in transfer courses

(c) Educational Quality--Continue to strengthen academic standards, making the curriculum more rigorous and relevant--by making the curriculum more relevant for all students. Expand the cultural pluralism aspects of community college courses--by integrating perspectives, issues, and concerns of women and ethnic and racial minorities

(2) Student Services
Identify and disseminate effective strategies for recruiting, retaining, and transferring underrepresented students--visibility in the transfer curriculum leads to greater self-esteem and motivation

(3) Human Resources
(c) Quality--Implement faculty and staff development programs to improve the skills of college personnel--faculty in curriculum integration programs report new enthusiasm for their work and new directions. Maintain high standards of instructional quality as the goals of diversity are implemented--curriculum integration enables all students to have a better understanding of the subject and their world.

CONCLUSION: The title for our project comes from the inaugural address of John Brooks Slaughter, president of Occidental college and former chancellor of the University of Maryland where he initiated a system-wide curriculum integration project. President Slaughter’s words have particular resonance for our project. "Diversity in higher education is that which occurs at the intersection of quality and equality. It is what results when co-equal emphasis is placed on excellence and equity." In seeking to address equity, we believe that we will also achieve excellence.
SPECIFIC PROBLEM:
"How can we increase the number of minority students transferring from two-year to four-year colleges while maintaining academic excellence?" representatives of the University of California at Los Angeles asked Transfer Alliance Program (TAP) coordinators at a meeting last fall. Sponsored by the UCLA Center for Academic Interinstitutional Programs, TAP forges academic ties between UCLA and twelve area community colleges with the purpose of strengthening students' academic preparation so they can achieve the B.A./B.S. degree. Pasadena City College has one of the highest transfer rates of the twelve colleges and is among the most diverse in population (see Appendix); however, we share UCLA's concern and wish to encourage more minority students to attend PCC with the purpose of transferring to UCLA or other local four-year colleges. For example, although the Hispanic and Black student population at PCC was 31% in 1988, these groups represented only 13% of our transfer students to UCLA that year.

Concurrent with our desire to increase minority enrollment in our transfer program is our interest in enhancing that program. Whereas most TAP colleges have developed programs that rely on exclusive honors courses, PCC has sought to provide academically enriched and innovative courses that do not limit access. The core of our TAP program is a nine-unit interdisciplinary team-taught humanities block program (initiated in 1984 with a grant from the National Endowment for the Humanities). Additional courses in the program are interdisciplinary pairs (initiated in 1986 with a grant from the California Community College Fund for Instructional Improvement grant). In meetings with faculty, counselors, students, and administrators, we have become increasingly convinced that integrating perspectives of gender, ethnicity and race into the transfer curriculum (i.e., the courses accepted for transfer credit at the California State University and the University of California) has the greatest potential for meeting both our goals: increasing minority access and enriching our program. Consequently, rather than promoting quality through exclusivity, we seek to do so through a more inclusive curriculum.

The role of community colleges in preparing minority students for transfer is crucial. A recent report from the California Postsecondary Education Commission indicated that

Somewhat more than 70 percent of the Black students who go to college in California after graduating from a public high school enroll in California Community Colleges. Thus achievement of a baccalaureate degree by Black youth is highly dependent on California Community Colleges' performance in motivating and preparing them for transfer....Among the recent Hispanic graduates of California's public high schools, about 75 percent of the men and 72 percent of the women who enroll in public colleges and universities do so in California Community Colleges....Thus the transfer function is at least as important for Hispanic as for Black students if educational equity goals are to be achieved at the baccalaureate level. ("Update" 1112,15).
Many factors contribute to low enrollment or retention of minorities. Among these are areas over which community colleges have little or no control, e.g., entry-level skills; prior educational histories; competing responsibilities; family and economic conditions (Palermo, "Ethnicity"). However, one area in which we can make significant changes to help alleviate the problem is the transfer curriculum which, like the curriculum at most community colleges, fails to adequately reflect or address the perspectives, concerns, and contributions of women and minorities. We believe that a major reason why minority students are underrepresented at the institutions to which our students transfer is that they are either underrepresented or not represented in the transfer curriculum. Greater presence in the curriculum should lead to greater presence in our transfer institutions. Curriculum integration would expand the curriculum to include information, issues, and perspectives about women and minorities, thus balancing the "monocultural approaches to curriculum [which] have contributed to the failure of educational systems in meeting minority students needs" (Kagan). The central rationale for curriculum integration was expressed well in a statement produced by the Association of American Colleges in 1982:

Research on women results in the discovery of information and materials on women's lives, accomplishments and culture which can be added to our existing knowledge; its goals are to integrate these new findings into the curriculum and present a truer, more complete understanding of human experience. The new feminist scholarship...can modify and transform the assumptions, values and methodologies of given areas of study by accommodating the perspectives and concerns of the heretofore invisible half of the human race.

A "curriculum which reflects and is sensitive to ... diversity ...accepts, encourages, and respects the expression of ... diversity" (Robbins) not only fills an information void and leads to a more balanced view of the subject being taught but also increases self-esteem and thus leads to empowerment for the minority students. Such a concept of empowerment...provides a curricular and instructional agenda that enables students to draw upon their own cultural resources as a basis for engaging in the development of new skills. ( Simon 373)

By broadening the gender, ethnic and racial base of the transfer curriculum, we believe we can overcome the alienation often felt by women and minorities. "Students must see that the educational institution validates, legitimizes, and respects their cultures if they are to develop positive feelings and identification with the culture of the institution" (Wehrly 10). And students empowered by their educational experiences develop the skills, confidence, and motivation to succeed academically.

Considerable research data suggest that, for dominated minorities, the extent to which students' cultures are incorporated into the school program constitutes a significant predictor of academic success ...Students' school success appears to reflect...the more solid cognitive/academic foundation developed through...reinforcement of their cultural identity . (Cummins 25)
"Courses transformed to include the diversity of human experience are essential in enabling those who before felt excluded to become a vital part of the higher education community, to feel included" (UCLA report). We anticipate that integrating perspectives on gender, race and ethnicity into the transfer curriculum will lead to increased minority enrollment and retention, higher GPA’s, and increased preparation for transfer.

Although our primary concern in this project is with improving the success of our minority students, curriculum integration also "enhances the self-concept of all students because it provides a more balanced view of American society" (Garcia 45). Integrating the curriculum so it no longer denies the very existence of some students enables all students to profit. All students will benefit from understanding sex/gender arrangements, patterns of difference and dominance, and multicultural perspectives. White students understand better one culture juxtaposed to another; Blacks and Hispanics by increasing their self-esteem, their ability to see their own life experiences within larger social contexts and thus to expand their life goals; and teachers by the enlivening sense of new and fresh directions. (Taylor)

Curriculum integration is also appropriate for purposes of articulation since many of our transfer institutions are involved in integrating their curriculum. For example, UCLA has just completed a Fund for the Improvement of Postsecondary Education (FIPSE) grant to incorporate ethnic and gender studies into the curriculum and currently has a Ford Foundation grant to integrate ethnic women into undergraduate core courses.

Although some attempts to include more minority perspectives into the curriculum utilize an "additive" approach, e.g., adding a woman writer or briefly mentioning a minority historical figure, our project proposes curriculum integration because an additive approach "perpetuates the notion that minorities are not an integral part of society" (Garcia). According to Raymund Paredes, the new Vice Chancellor for Diversity at UCLA, it is critical to treat the experiences and contributions of women and people of color not as marginal phenomena but as central events in the development of the national culture....Teachers will need to reeducate ourselves drastically and continuously. We need to challenge and, in some cases, discard long-established academic practices, disciplinary paradigms and scholarly vocabularies [in order to prepare] our students to respect human diversity and to function successfully in a multicultural society....Standard educational and pedagogical paradigms are close to exhaustion and the need for fresh models and techniques is urgent.

Reports of successful curriculum integration projects developed at four-year institutions reinforce our belief that curriculum integration will help us achieve our goals. A report published by Formative Evaluation Research Associates (FERA) evaluating ten years of Ford Foundation projects designed to include women in the curriculum notes that "project participants were more likely to have changed their theoretical approach to course context, changed their teaching methodology, [and] purchased new resources." The actions that encouraged curricular change were precisely those we plan to include in our project: the incentive of released-time; campus workshops; structure, focus, and leadership; administrative
support; extrinsic and intrinsic money which give respectability and visibility to a project. Lack of time and resources were most commonly cited as hindering curricular change (Talburtt). The final report of UCLA’s FIPSE grant to integrate the scholarship from women’s studies and ethnic studies into general education courses also provides us with encouragement. The report notes a heightened campuswide awareness of the need for a diversified curriculum and a core of faculty who were assisted by FIPSE funding to begin the task of modifying existing courses to include ethnic perspectives.

Although curriculum integration projects have been less visible at community colleges than at four-year institutions, several do exist. The Towson State College FIPSE grant involving ten Maryland community colleges is exemplary. The Western States Project funded by the Ford Foundation has also impacted many community colleges (PCC participated in this project with two teachers integrating material on women into their American history courses). PCC also received an FII grant to integrate women into the humanities curriculum (see Appendix). However, all of the above grants focused primarily on gender. A few community colleges in New Jersey have been fortunate to receive state funds to integrate race, ethnicity, and gender into their curriculum, but results of those projects are not yet available. A multi-cultural infusion project supported by California Community College Fund for Instructional Improvement funds is currently underway at Rio Hondo College, but those results will not be available until June 1990.
3. Population To Be Served

POPULATION SERVED:

Twelve faculty will be directly involved in the project, integrating twelve transfer courses. Over 1500 students will be affected by the newly integrated courses during the two years following the grant during which time Pasadena City College will continue to assess the enrollment, retention, GPA's, and preparation for transfer of those students. In addition, twelve additional PCC faculty will learn about curriculum integration at a campus retreat in spring 1992, doubling the impact of the project. This pattern will continue to grow as PCC institutionalizes curriculum integration.
PROPOSED PROJECT (OBJECTIVES AND ACTIVITIES):
Pasadena City College seeks FII funding to provide fourteen faculty (twelve faculty and two faculty project directors) with reassigned time to
1) study scholarship in their disciplines relevant to curriculum integration
2) attend retreats, seminars, and workshops with consultants who are curriculum integration and ethnic studies specialists, and
3) revise a general education transfer course they teach by integrating information, issues, and perspectives reflecting gender, race and ethnicity

Funding would also pay for consultants from UCLA, Occidental College, and the Claremont colleges. These are not only campuses to which we transfer many students but also campuses rich in faculty resources in ethnic and women's studies and curriculum integration. For example, UCLA faculty and administrators who have just completed a FIPSE curriculum integration project and are currently participating in a Ford curriculum integration project have offered to serve as consultants to our project. (See Appendix.)

PROJECT Goals
1) Better prepare minority students for transfer to four-year colleges and universities
2) Integrate transfer courses to better reflect perspectives of gender, race and ethnicity
3) Increase awareness of all students of the contributions of women and minorities
4) Continue a 65 year tradition of academic excellence

PROJECT OBJECTIVES: Faculty and staff will
1) Recognize the need to transform curriculum so that it reflects the changing demographics of higher education in the areas of gender, race and ethnicity.
2) Identify teaching strategies and student assignments that are effective for a changing multicultural student population.
3) Identify and develop course related materials (e.g., library and media resources) to support the newly revised courses.
4) Revise existing syllabi in selected transfer courses to better reflect project goals.
5) Participate in both summative and formative evaluations of the project
6) Disseminate results of the project and encourage curriculum integration at campus, local, and national conferences.
7) Inform area high school students, parents, teachers, and counselors of the changes in curriculum and pedagogy.

PERSONNEL:
Fourteen faculty, including two faculty project directors, and several support staff will participate in the project because we believe that number can make a difference on our campus. Our previous curriculum integration grants (Western States Project to integrate women into the curriculum and FII grant to integrate women into humanities courses) involved
only three faculty and did not have wide impact on campus. The NEH grant which funded eleven faculty to develop our humanities block program, on the other hand, has been successful in inspiring other interdisciplinary courses on campus and would serve as the model for the FII grant. In order to succeed, an innovative project needs a "critical mass" to both impact large numbers of students, faculty, and departments, as well as to create enough internal energy to continue after grant funding has ceased. Project faculty reflect diverse disciplines but a similar commitment to project goals.

COLLEGE STAFF AND COURSES:
All courses selected for the project receive transfer credit to the California State University system and the University of California system. Whenever possible, minority faculty have been selected for the project. Faculty have already shown great interest and commitment (See Appendix for resumes and letters of support.)

Project coordinators:
Dr. Mel Donalson, English, African American and Gender Studies
Ms. Susie Ling, History, Asian American and Gender Studies

Project faculty and courses:
1. English IA Bob Foreman Reading and Composition -- "Freshman Composition"
2. English IB Joseph Sierra Reading and Composition -- "Introduction to Literature"
3. History 7A Marjorie Richardson United States History to 1876
4. History 7B Dr. Ellen Shockro United States History from 1876
5. Political Science 1 Dr. Francis Nyong Introduction to American Government
6. Sociology 1 Paul Price Introductory Sociology
7. Economics 1 Bob Augur Principles of Economics
8. Geology 1 Dr. Dave Douglas The Dynamic Earth
10. Mathematics 4 Lee McCormick Elementary Functions
11. Religious Studies 1 Dr. Elton Davis Religious Issues, Personalities and Values
12. Phys Ed Theory 9 Denise Barber Beginning Modern Dance Theory
Support staff:
1) Delois Flowers, librarian, who will share information about resource materials necessary to support newly modified courses and develop related discipline-based bibliographies;
2) Kathleen Hernandez, counselor, who will provide information about articulation, transfer requirements, and student needs;
3) Johari Dewitt-Rogers, a media resources person, who will share information about films and videotapes to enrich the integrated curriculum
4) Richard Palermo, Director Assessment and Research, who will oversee both the formative and summative aspects of the evaluation plan

CONSULTANTS AND WORKSHOP/SEMINAR/RETREAT LEADERS:
All consultants have been involved with curriculum integration projects and/or ethnic studies programs.

Dr. Sue Houchins (Professor, African American Studies, Scripps College)
   Actively involved in curriculum integration projects at the Claremont colleges

Dr. George Sanchez (Professor, History, UCLA)
   Participant in UCLA's Ford Foundation curriculum integration project. With Dr. Valerie Matsumoto teaches colleagues and graduate students how to foster gender, racial and ethnic sensitivity in their teaching and research.

Dr. Louise Derman-Sparks, (Professor, Education, Pacific Oaks College)
   Specialist in techniques for teaching anti-bias, pro-diversity (See Appendix for resumes of the following.)

Dr. King-Kok Cheung (Professor, English, UCLA),
Dr. Valerie Matsumoto (Professor, History, UCLA)
Dr. Manuel Pastor (Professor, Economics, Occidental College),
Dr. Helen Astin (Professor, Education, UCLA--evaluation consultant)
Additional ethnic and women's studies faculty at PCC and local colleges.
Faculty from Sociology, Psychology, and Literature who participated in UCLA's FIPSE GRANT
5. Workplan Narrative

ACTIVITIES

The project would last one year, but PCC would continue to collect data and evaluate the project for an additional two years in order to properly evaluate the effects of the integrated courses from the time that students are first informed of the integrated curriculum through enrollment and preparation for transfer.

September 1990: (fall semester)
The two project coordinators, selected because of their past successful experience directing grant projects and their interest and expertise in curriculum integration, will
1) contact consultants, workshop/retreat/seminar leaders to plan the reading lists, retreats, and meetings and coordinate spring activities.
2) meet with department chairs to coordinate schedules of project participants for spring 1991
3) prepare project participants and confirm their commitment to the project.
4) design evaluation procedures with consultants
BUDGET: $3200

January 1991 (mid-semester)
Retreat for project faculty entitled "Multi-cultural Sensitivity--Changing Attitudes, Styles, and Expectations" with Dr. Manuel Pastor and Dr. Louise Derman-Sparks. Workshop on how to be more sensitive to differences of gender, race and ethnicity. For example, how can the classroom climate be modified to accommodate students whose cultures inhibit oral participation? What kinds of assignments or grading procedures best serve the needs of students from culturally diverse backgrounds? What gender, race and/or ethnicity stereotypes prevent faculty from reaching students from diverse backgrounds? How can one address the special needs of immigrant students? Faculty/staff participate in interactive activities designed to sensitize them to these and other issues.
BUDGET: $2600

February-June 1991 (spring semester)
Faculty will
1) meet regularly to read and discuss material that will enable them to integrate their selected course for gender, ethnicity and race.
2) meet with faculty at nearby colleges and universities who have integrated courses in their discipline
3) meet to learn about classroom based research techniques
4) prepare an integrated syllabus for the course they plan to teach in fall 1991
BUDGET: $25690
Sample workshop: "Incorporating Diversity into the Curriculum" with Dr. Valerie Matsumoto and Dr. George Sanchez. Specific ways in which the curriculum can be modified to mirror diversity and integrate courses for gender, race and ethnicity. Results of UCLA's FIPSE and Ford foundation curriculum integration projects will be explored (modified course syllabi examined and analyzed as possible models for adaptation). Other curricular issues to be discussed, e.g., addition to student evaluation forms inquiring as to whether the course has been sensitive to gender, race and ethnicity issues?

BUDGET: $2000 (for all workshops)

Spring 1991:
Counselors and transfer coordinators will meet with students, faculty, and parents at area high schools to inform them of the newly integrated courses to encourage more women and minority students to enroll at PCC. (We already have an excellent matriculation program in place. These activities would be designed specifically to enroll minority students into the newly integrated courses.)

BUDGET: $1750

Spring 1991:
Librarians and media resource personnel will discover and purchase materials and prepare bibliographies.

BUDGET: $3500

Fall 1991-Spring 1993 (the two years following the grant period):
The newly integrated courses would be taught. The college would collect data on the number of minority students who enroll in the newly integrated courses, their retention rates, GPA's, and preparation for transfer to four-year institutions. Self-esteem and values of minority and majority students will also be measured.
6. Expected Outcomes

IMPACT AND TRANSFERABILITY:
PCC has a long-standing commitment to diversity (see Appendix). The academic senate and college president co-sponsored a series of lectures in 1987-88 on "The New Majority Student." We have just completed a successful lecture series on "Asian Pacific Americans" funded in part by a grant from the California Council for the Humanities. Our California Humanities Project Regional Center regularly presents workshops on minority issues (in addition to the workshops mentioned in the Appendix, the Center has sponsored conferences on "Integrating Women's Studies Into the Curriculum" funded by grants from the Ford Foundation). We also promote minority success through a mentor program (Project Leap). In addition, we are currently discussing diversity issues in a variety of forums: faculty colloquia, a faculty/administration retreat, and campuswide President's roundtables. In fact, some of the design for this project emerged from suggestions gathered at roundtables and retreats.

A recent marketing survey pointed out that "PCC has 'awakened' to a new sensitivity to the needs of the population. The feelings is that Dr. Scott, our new college Superintendent-President, has been primarily responsible for the college's shift from an attitude of 'reaction' to one of positive, sincere outreach" (Eckstone). Our Director of Assessment and Research recently noted that "PCC must continue to maintain its reputation for academic integrity and excellence, as well as maintain its enrollments, through diverse and responsive educational programs and services, designed to meet the challenges of expanding post-secondary educational access to large numbers of underrepresented and culturally-diverse minority groups" and recommended the following:

1. Improve strategies for recruiting minority students to attend PCC
2. Design ongoing inservice workshops and seminars for PCC students, faculty, staff, and administrators to foster a broader understanding of the ethnic and multicultural diversity of today's student populations, the uniqueness of their problems, their needs, and their potentials.
3. Where applicable, revise all course syllabi so that they include accurate and identifiable information regarding the unique contributions that individuals of various minorities have made to specific subject areas. (Palermo, "Black")

At a recent faculty-administration retreat, a policy statement was developed to be presented to the Board of Trustees of the college. That statement reads in part, "to encourage and support efforts to integrate the perspectives of gender, race [and] ethnicity...into the curriculum." In addition, PCC has a reputation for institutionalizing grant projects. For example, an interdisciplinary humanities block program initially funded by NEH is currently in its sixth year. The college continues to provide reassigned time for a coordinator of that program and funding for retreats for program faculty.

Because of this past record of commitment to diversity, we anticipate the FII project will be institutionalized on our campus and continue to impact students for many years to come.
Because the problem addressed in this grant is statewide, we anticipate its results can be transferred to any community college in the state.
7. Evaluation Plan

EVALUATION:
Evaluation plans would be developed by:
- Richard Palermo, Director of Assessment and Research, PCC
- Paul Price, Sociology instructor and assessment specialist, PCC
- Helen Astin, Professor, Department of Education, UCLA

Summative evaluation would be accomplished through
1) pre-/post tests of faculty regarding knowledge of women and ethnic and racial minorities in their disciplines
2) comparison of course syllabi prior to and after curriculum integration project

Formative evaluation would be accomplished through focus groups and interviews with project faculty.

In addition, in the two years following the project (1991-1993), PCC would continue to assess the impact of curriculum integration.

Formative evaluation would be accomplished through
1) classroom based research to enable faculty to get immediate feedback from students on the newly integrated material
2) student journals
3) classroom observations by participants in the project

Summative evaluation would be accomplished through
1) comparing baseline data on minority students with regard to
   a) enrollment
   b) retention
   c) GPA's
   d) preparation to transfer and data gathered during the lifetime of the project
2) pre- and post-testing of students in an integrated class and a non-integrated class of the same type with regard to
   a) knowledge about women's and minority contributions
   b) attitudes towards inclusion of this material
3) focus groups with students with regard to
   a) knowledge about women's and minority contributions
   b) attitudes towards inclusion of this material

BUDGET: $2250
8. Dissemination Plan

DISSEMINATION

Project faculty will disseminate results of project at a retreat in spring 1992 with 12 additional PCC faculty (funded by campus staff development funds). FII funding would, however, have wider impact than PCC faculty and students. UCLA supports our proposal because they believe our project could serve as a model for other TAP colleges (see Appendix). Faculty and staff would prepare a handbook including revised course syllabi, bibliographies, and resource materials. Our dissemination project would include a workshop with other TAP colleges to introduce them to curriculum integration. In addition, UCLA and PCC would seek state intersegmental funds to disseminate the project statewide. Staff development and affirmative action funds provided by PCC would enable faculty to disseminate the results of our project to area high school teachers and to colleagues at national conferences. PCC has had considerable success in disseminating material developed on previous grants through on-campus workshops and conferences as well as through presentations at professional meetings. Material will be available not only to other community colleges but also to area high school teachers because PCC serves as a Regional Center for the California Humanities Project which disseminates curriculum material to secondary school teachers in the community.

PROPOSED DISSEMINATION:
- Conference presentation, products request packet, FII newsletter articles

BUDGET: $1000
9. Budget Narrative

The proposed budget is $47,349; $32,500 from the Fund for Instructional Improvement, $12,849 from Pasadena City College.
WORKS CITED


"Rate of Minorities Attending College on Decline" *Los Angeles Times* January 15, 1990.


