California Community Colleges  
Curriculum and Instructional Resources Division

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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1992-93</td>
<td>92-0003</td>
<td>Foothill</td>
<td>Foothill-DeAnza</td>
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**Student Success Workshop Project**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $41,248</td>
<td>B --- Improving Teaching Ability</td>
<td>Developmental Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Lawrence S. Miller, Matriculation Director</td>
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**PROPOSAL DESCRIPTION**

This proposal is a grant request. This proposal addresses the problems of low student persistence and in-class retention, and the failure of many students to complete their educational goals. These problems are common to all the California Community Colleges.

This project proposes to address these problems by seeking to improve the teaching ability of faculty. It proposes to train 100 faculty to use in-class techniques that will help them to increase their students’ active involvement in and responsibility for their own learning. These workshops will also help faculty improve the retention and persistence of their students, as well as help these students complete their own educational goals.

This is a consortium project.
Student Success Workshop Project

This proposal is concerned with the problems of low student persistence and in-class retention, and the failure of many students to complete their educational goals. These problems are common to all the California Community Colleges. Drop-out rates in some classes often exceed 50%, and many times the affected students are underrepresented minorities who completely withdraw from college because of the negative experience. This proposal addresses these problems by seeking to improve the teaching abilities of faculty. It proposes to train 100 faculty to use in-class techniques that will help them to increase their students' active involvement in, and responsibility for, their own learning. These workshops will also help faculty to develop their students' decision-making and goal-setting abilities, increase their participation in learning support networks, and enhance their development of personal educational goals.

This project will be a consortium of four northern California colleges working collaboratively to extend the Student Success Workshop process that has been produced with highly positive results at Sacramento City College. The matriculation coordinators at these colleges will be directly involved in this project as campus contact persons. Through these workshops they will help their faculty improve the retention and persistence of their students, as well as help these students complete their educational goals.

Pre-project and project activities will extend the existing two-day Sacramento City College Student Success Workshop process as follows:

1. Phase I: A Student Success Workshop will be held for approximately 30 faculty from San Francisco City College, De Anza College and Foothill College. This pre-project activity will take place in May 1992 and will be entirely supported by these colleges.

2. Phase II: A facilitator workshop process and manual will be developed. Approximately twenty faculty members, chosen from the Phase I workshop above and the two previous workshops offered at Sacramento City College, will be chosen for training as Student Success Workshop facilitators. A two-day facilitator workshop will be conducted for this purpose.

3. Phase III: Faculty facilitators trained in Phase II above will offer at least one Student
Success Workshop at each consortium college. Approximately 20 faculty will participate in each workshop, for a total of 80 faculty participants.

4. Phase IV: The 80 faculty workshop participants identified in Phase III above will demonstrate application of workshop techniques in their classes. The matriculation coordinators at each college will work with these faculty members, both individually and in groups, to develop support networks that assure continued use of workshop techniques. A presentation by facilitators and others will be made on each campus to all interested faculty. It is anticipated that approximately 12,000 students will be helped by the faculty trained through this project. Matriculation research will be conducted at each college to evaluate the project’s success in meeting its objectives.

This project’s objectives are as follows:

1. Train 100 community college faculty in Student Success Workshop techniques to improve the teaching abilities of instructors.
2. Inform additional faculty about Student Success Workshop techniques.
3. Increase student retention and persistence in classes taught by project-trained faculty.
4. Evaluate the impact of this project on faculty and students.
Student Success Workshop Project

1. Specific Educational Program Being Addressed

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

This proposal addresses the problems of student persistence and in-class retention, and the failure of many students to complete their educational goals.

The above problems are common to all the California Community Colleges. Drop-out rates in some classes regularly exceed 50%, and often these students are underrepresented minorities who completely withdraw from college because of the negative experience. The standard matriculation procedures of assessment, orientation and counseling, despite having recently made significant improvements through state matriculation funding, will not benefit many of these withdrawing students because they can't be identified and helped in time.

Student self-esteem, motivation, study skills, goal-setting and decision-making have all been shown to be significant factors in collegiate success.\textsuperscript{1} The literature provides copious evidence that, when weak or underdeveloped, these are often the causes of community college students' failing or dropping out.\textsuperscript{2,3} Nontraditional students\textsuperscript{4} and those from underrepresented minorities\textsuperscript{5} have been shown to be especially susceptible to academic failure because of these problems. This latter group is of great importance, as it is forecasted to be a new majority in many California Community Colleges within the next decade.\textsuperscript{6,7}

Faculty in community colleges begin their teaching careers generally unprepared to teach their students.\textsuperscript{8} Often their college and university graduate experiences have prepared them with special skills to communicate their subject matter, but have given them little in the way of teaching methods that help community college students succeed in their academic work. This faculty ignorance can be disastrous for many new majority students enrolled in their classes, often causing alienation, communication problems, and ultimately withdrawal from classes.\textsuperscript{9}

Many attempts have been made to improve community college retention and persistence. California Matriculation legislation has led to many improvements in the admissions, assessment, orientation, counseling and related student support services. These are of limited effect, however, because they are provided outside of the day-to-day classroom experience. Even intensive interventions such as Early Alert programs simply do not reach at-risk students in time, as students have often begun their patterns of failure by the third or fourth week when they are first identified by faculty.

Efforts to improve retention through instruction have also met with limited success. The California Community College Fund for Instructional Improvement has supported efforts to address retention and persistence primarily through a focus on the instructor, either through lesson delivery (Instructional Skills Workshops), teacher attitude (Great Teacher Seminars), or feedback process (Classroom Research). All of these, while helpful, do not address the problems of student self-esteem, motivation, study skills, goal-setting and decision-making. Nor do they attempt to help place the locus of responsibility for learning on the student.
The principal theme of this proposal is that instructors can, as part of their regular classes, change behaviors and attitudes and improve student achievement in their classes. The success of this approach has been described in the literature through the work of David Ellis, John Gardner, Lee Noel and Randy Levitz, and others. In California this approach has been applied and refined by Sacramento City College counselor Edwin Stupka and instructor Bonnie Eddy, who have co-facilitated the Student Success Workshops for faculty at their college and elsewhere. Dr. Stupka has developed this process over twenty-five years of teaching and counseling practice, and has conducted studies showing a positive relationship between student achievement and teacher efforts directed toward student success principles. Ms. Eddy, who has co-taught these workshops with Dr. Stupka, has had extensive experience in helping teachers improve student self-esteem and motivation. [Their résumés are included in Attachment 1. --- INCLUDED IN THE PRINT VERSION]

The Student Success Workshop uses the processes of observation, mini-lectures, lively demonstrations and first-hand experience to help faculty learn
• strategies and techniques for promoting student success
• practical ways to enhance self-esteem in the classroom
• techniques that increase the level of student involvement in the learning experience
• ways to deal more effectively with resistant students.

Faculty participants in the workshop are given an opportunity to examine the college learning experience from the student's perspective. They are also asked to re-examine their role in supporting students to be successful. Workshop participants collaboratively learn a variety of ways to empower students to become more responsible for their education. Instructors are also introduced to a number of classroom techniques. [A copy of the workshop flier is included as Attachment 2, and a copy of the Workshop manual's table of contents is included as Attachment 3. --- INCLUDED IN PRINT VERSION]

When faculty have completed the workshop, and have applied its processes to their own classrooms, they have noticed that their students have been more likely to
• take an honest look at their role and responsibility in learning
• acquire and put into practice supportive study and life skills
• assume more personal and social responsibility
• experience enhanced self-esteem.

This project will attempt to train faculty from five northern California Community Colleges to facilitate their own Student Success Workshops for their faculty. Ed Stupka and Bonnie Eddy will act as trainers at a special two-day workshop to train twenty of these faculty, who will then return to their respective campuses and conduct one workshop for twenty faculty on each consortium campus. This regenerating model has two recent examples which it roughly copies: the Instructional Skills Workshop Program and the Classroom Research (Assessment) Project. Both of these have been successful statewide projects, and were each past recipients of Fund for Instructional Improvement monies. This model allows continuation of the project goals beyond the funding period through establishment of trained Student Success Workshop facilitators on consortium campuses, each who can continue to conduct workshops for faculty.
The project director, Larry Miller, is Foothill College’s matriculation coordinator and an allied health instructor with 19 years’ teaching experience. He has had experience in Instructional Skills Student Success Workshop Project, Page 6 Workshops (certified at the ISW Trainer level), Classroom Research (Foothill College supervisor for the FII Classroom Research Project, and a doctoral student in K. Patricia Cross’ U.C. Berkeley program), and Fund For Instructional Improvement project direction (most recent was the 1988 state Academic Senate’s New Majority Student Project). He would work to assure that the Student Success Workshop Project follows the same organizational practices that have contributed to the success of the above projects.

Each consortium college will have as its contact person a matriculation coordinator with extensive experience in student success issues. Judy Miner, Dean of Matriculation at De Anza College, is a past Matriculation Coordinator for the state Chancellor’s Office and has had 15 years of experience in community college student services administration. Rosemary Brinson of City College of San Francisco coordinates matriculation for her college and is a past English instructor with many years of teaching experience. Rosemary Ybarra Garcia is matriculation coordinator for Sacramento City College, and is an English instructor with teaching experience in several community colleges.

This group would co-plan all phases of this project, and would collaboratively work to assure that all project objectives are met within the project time frame. As matriculation coordinators this group would also provide college resources to guarantee that an effective evaluation of the project’s objective’s is carried out.
3. Population To Be Served

This project can, in the long term, benefit potentially all California Community College students who are enrolled in traditional classes. As the Instructional Skills Workshop and Classroom Research projects have demonstrated, many thousands of students can be reached through a model that continually develops new facilitators to train increasing numbers of faculty throughout an ever widening circle of colleges. The life and resources of this project will allow it to reach approximately 12,000 students. This is estimated by assuming that 100 faculty are trained, and each instructor teaches thirty students in two different class sections for two semesters (100 x 30 x 2 x 2). As cited earlier in this narrative, nontraditional and underrepresented minority students will especially benefit from this project.

Another population served by this project are California Community College instructors. The 100 faculty involved in the project will themselves be rewarded with new skills that empower them to help their students in ways they may not have thought possible. They in turn will be able to communicate Student Success Workshop principles to their colleagues on their campuses, spreading the impact of the project beyond the scope described earlier.
4. Objectives

This project will seek to accomplish the objectives listed below.

A. Train 100 community college faculty in Student Success Workshop techniques to improve the teaching abilities of instructors, by March 1993.

B. Inform additional faculty about Student Success Workshop techniques, by conducting information sessions on each consortium campus, making submissions for a presentation at the California Community College Chancellor’s Office Spring Conference, and submitting articles for publication in community college research and practitioner journals.

C. Increase student retention and persistence in classes taught by project-trained faculty, as measured at the p > .05 level of significance using institutional research procedures, by June 1993.

D. Evaluate the impact of this project on faculty and students, by conducting qualitative surveys of each group, by June 1993.
5. Workplan Narrative

This project will be carried out in four phases, with the first phase beginning before the funding period of the project commences. The matriculation coordinators at Foothill, De Anza and City College of San Francisco are jointly sponsoring the Phase I participant workshop to assure that there is a sufficient number of faculty at each college to participate in the subsequent project phases. This unfunded participation on behalf of these three colleges demonstrates a commitment to this project's objectives without expectation of any state support.

Phase I: A *Student Success Workshop* will be held for approximately 30 faculty from San Francisco City College, De Anza College and Foothill College. This pre-project activity will take place in May 1992 and will be entirely supported by these colleges.

Phase II: Bonnie Eddy and Ed Stupka will meet in August and develop a facilitator training process and workbook for use in the Student Success Workshop facilitator training session. Consortium college contact persons will select faculty facilitators in early September and meet to plan the facilitator training workshop. In November approximately twenty faculty members, chosen from the above workshop and the two previous workshops offered at Sacramento City College, will undergo training as *Student Success Workshop* facilitators in a two-day workshop conducted for this purpose. (Objective I)

Phase III: In February faculty facilitators trained in Phase II above will offer at least one *Student Success Workshop* at each consortium college. Approximately 20 faculty will participate in each workshop, for a total of 80 faculty participants. (Objective I)

Phase IV: In March through June the 80 faculty workshop participants identified in Phase III above will demonstrate application of workshop techniques in their classes. The matriculation coordinators at each college will work with these faculty members, both individually and in groups, to develop support networks that assure continued use of workshop techniques. In February an application will be submitted for a presentation at the Chancellor's Office Spring Conference. In June matriculation research will be conducted at each college to evaluate the project's success in meeting its objectives, and an article on this project will be submitted to community college research and practitioner journals for publication. (Objectives 2, 3, 4)
6. Expected Outcomes

A. In terms of Project objectives, these are:

1. A process and workbook will be developed for a Student Success Facilitator Workshop. (Objective 1)
2. Twenty faculty, in four colleges, will be trained as Student Success Workshop facilitators. (Objective 1)
3. Eighty faculty, in four colleges, will be trained as Student Success Workshop participants. (Objective 1) Student Success Workshop Project, Page 9
4. Faculty at four colleges will be informed of Student Success Workshop methods in open campus meetings.
5. Faculty attending the Chancellor's Office Spring Conference will be informed of Student Success Workshop methods in an open presentation.
6. The effects of this project on student retention and persistence will be determined through matriculation research. The anticipated outcome is that this project will significantly increase student retention and persistence.
7. Community college researchers and practitioners will be informed of the results of this project through journal articles.

B. In terms of impact of the project:

As discussed earlier in this narrative, this project creates a model of a comprehensive service package that couples instruction and support services to maximally meet identified student needs. It combines support services principles with traditional instruction to provide new opportunities for faculty to help students succeed.

This model can be spread systemwide through each college's use of the facilitator training manual, in combination with faculty facilitators trained through this project, to offer their own Student Success Workshop facilitator training sessions. Each consortium college benefits directly through the five facilitators and twenty participants trained through this project. These facilitators can continue to give Student Success Workshops beyond the life of this project.

C. Potential for continued support after the expiration of the grant:

This project design DOES NOT REQUIRE CONTINUED FUNDING AFTER FII FUNDS ARE EXPENDED. Several features assure that project activities will be viable beyond the "start-up" support received here:

1. The process is regenerating, with facilitators being trained to train other facilitators and participants in the future.
2. The matriculation coordinators at each college can continue to support these activities with matriculation funds.
3. The workshops can be entirely self-supporting. The two workshops already held through Sacramento City College were fee-based and offered to faculty at other colleges.
D. Potential for adaptation to other institutions or programs:
   Again, faculty at other colleges can be trained as facilitators through use of the Student Success Workshop facilitator training manual, in combination with faculty facilitators trained through this project. The distribution network will be the four colleges, which through Foothill College would provide copies of the manual at cost, as well as lists of faculty facilitators interested in conducting workshops at other colleges.
7. Evaluation Plan

The project director will work with the college’s matriculation technical staff to establish any non-standard systems required to retrieve quantitative evaluation statistics. The consortium contact persons will work collaboratively to establish methods for comparing the student grade point performance, retention and failure rates in workshop participants’ classes pre-Phase I and post-Phase II of the project. Additional depth is attributed to the evaluation process by securing information by instructor to determine which faculty members may already have substantial effective experience teaching student success workshop methods to their students, as well as to identify which instructors may benefit from exposure to student success workshop methods.

Evaluation will include student surveys at mid-term and at end-of-term. Each college contact person will also survey departmental peers for their evaluation of the effectiveness of the workshop offerings. The college contact persons will conduct on each campus a self-evaluation incorporating quantitative results, student surveys, departmental feedback, anecdotal and intuitive qualitative information from project proceedings. This self evaluation will lead to any needed revisions in the program in its progression from Phase III to Phase IV in Spring 1993.
8. Dissemination Plan

Immediately after the end of Phase m in Spring Quarter/Semester, 1993, faculty facilitators and participants will be convened at each college to disseminate, to all interested faculty in open meetings, preliminary findings regarding the project. At the conclusion of the project the director will prepare materials for general dissemination in each college's staff development center or other continuing campus programs of instructional improvement.

The colleges will participate fully as requested in FII conferences and/or publications, and the project director will develop an article for submission to research and practitioner journals regarding this project. In addition a submission will be made for presentation at the Spring 1993 Chancellor's Office Conference.

Copies of the facilitator workshop manual and other project materials will be disseminated through Foothill College to all interested parties at cost.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]


