92-0023 --- FII --- SUMMARY

California Community Colleges
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<td>1992-93</td>
<td>92-0023</td>
<td>Laney</td>
<td>Peralta</td>
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**FUNDING CATEGORY & AWARD**

*Grant = $35,000*

**ELIGIBLE PROGRAM**

*C --- Special Learning Needs Ed/Dis*

**PROJECT CATEGORY**

*Developmental Model*

<table>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<td></td>
<td>Retention</td>
<td>Mentor Model</td>
<td>Inter-Disciplinary</td>
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**PROJECT DIRECTOR**

*Patricia Coven, Counselor*

**PROJECT SUPERVISOR**

*Anita Black, Ass’t Dean of Instruction*

**PROPOSAL DESCRIPTION**

This proposal is a grant request. The proposed program will address the special academic needs of underrepresented Africa-American transfer students by offering them a comprehensive service package which links instruction and support services to meet student's academic and related problems. The impetus for the program comes from the Laney College Chapter of the Peralta African-American Affairs Association (PAAAA), an association of faculty and staff formed to develop innovative solutions to African-American problems. Three critical concerns guide the design of this program: the high rate of African-American community college students; and the serious over-representation on academic and progress probation of African-American students. Underlying these areas of concern are problems such as academic deficiencies in basic math and English, inability to work effectively with instructors, inability to form peer support groups, lack of effective student skills, and financial and other outside pressures.
Scholastic Training for Achievement and Retention (STAR)

Introduction. The proposed program will address the special academic needs of underrepresented African-American transfer students by offering them a comprehensive service package which links instruction and support services to meet student's academic and related problems. The impetus for the program comes from the Laney College Chapter of the Peralta African-American Affairs Association (PAAAA), an association of faculty and staff formed to develop innovative solutions to African-American problems.

Problem identification.
Three critical concerns guide the design of this program: the high rate of attrition in courses taken by African-American transfer students; the low transfer rate of African-American community college students; and the serious over-representation on academic and progress probation of African-American students. Underlying these areas of concern are problems such as academic deficiencies in basic math and English, inability to work effectively with instructors, inability to form peer support groups, lack of effective study skills, and financial and other outside pressures.

Program Objectives.
The program will have a number of key complementary objectives to improve African-American academic standing: improve performance in mathematics; improve performance in English; and improve overall academic and progress performance.

Activities.
In order to attain improved academic performance the program will provide a series of integrally linked activities designed to motivate the students and give them the skills and supportive services they need to succeed. Activities and services include the following: a study skills class; facilitated study groups; peer tutors; a mentor program; and encouragement of study partnering.

Expected Outcomes.
Some of the key predicted outcomes include the following: 100 students enrolled in program; 80% of enrollees complete study skills class with grade of "B" or better; 80% of those completing program will raise their semester G.P.A. to 3.0 or by 1.0 point over previous overall G.P.A.; 80% of students completing program will increase by three the number of units completed in the program semester over their prior average unit completion rate; 80% of students completing program will earn a grade of "B" or better in a transferable or preparatory
math course; 80% of students completing program will earn a grade of "B" or better in a transferable or preparatory English course; 80% of probationary students completing program will regain regular academic status.

Budget.
The total budget for the proposed project is $86,981. Of this amount, the College will provide $20,589 and an FII grant is requested for the balance of $66,392.
1. Specific Educational Program Being Addressed

Introduction

This proposed program had its genesis in discussions within the Laney College Chapter of the Peralta African-American Affairs Association (PAAAA) which brings together African-American faculty and staff to focus on educational issues. Discussion has focused on the alarming erosion of African-American gains and participation in higher education in the United States and the serious ramifications of this erosion in terms of African-American entrance into professional fields in which there is real need for a greater African-American presence. The Laney Chapter recognized the critical role that community colleges must play for many minority students as ladders into four-year institutions, and it was decided to initiate and support a demonstration program for minority students-in particular, at least in the first year of operation, for African-American students-to enhance their academic performance and improve their chances of entry into four-year colleges and universities. What follows herein is a proposal for this demonstration program.

1. Educational Programs and Services Addressed

The proposed program, initiated and supported by the Laney College Chapter of the PAAAA will address the following priority area from the coversheet:

• 1-C Special learning needs of educationally disadvantaged students.
  Description: The proposed program will address the special learning needs of educationally disadvantaged African-American transfer students by assisting them develop study skills and critical thinking abilities, by providing tutorial support in areas of inadequate academic preparation, by developing peer support through study groups and study partners, by enhancing their self esteem, and by assisting them in developing positive relationships with faculty and other professionals through a mentoring component. The proposed program will address the following Basic Agenda Priorities:
• Intensify efforts to increase the number and success of underrepresented students in transfer programs.
  
  Description: The proposed program will specifically target underrepresented African-American students with transfer aspirations. It will increase their success rate by helping them focus their career objectives and develop academic success skills.

• Improve the retention of underrepresented students through instruction and student services.
  
  Description: The proposed program will specifically target underrepresented African-American transfer students on academic or progress probation, those who are at risk of probation, and those with insufficient progress towards transfer. Over the long term the number of these students whose academic careers are continued through successful transfer will be sharply increased.

• Design a comprehensive service package that couples instruction and support services to maximally meet identified student problems.
  
  Description: The proposed program will use a comprehensive approach, including study skill development, peer support through formation of study partners and study groups, individualized tutoring component, mentorships with faculty and other professionals to improve self esteem and encourage positive interpersonal relationships with academic staff, life skills training designed to improve decision-making, time management, and budgeting abilities and to reduce outside pressure on academic performance.
2. Specific Problems Being Addressed

Problem Addressed by the Proposed Program

There are three key areas of academic difficulty experienced by African-American transfer students that the proposed program will address:

1. the high rate of attrition in courses taken by African-American students.
2. the low transfer rate of African-American students to UC and CSU.
3. the high level of probationary status among African-American students.

Attrition. The rate of attrition of African-American students from course registration to course completion is 46%, a higher rate than for any other ethnic group. A recently conducted random poll produced the following most frequently cited reasons for dropping courses:

- Course too difficult: 15%
- Total course load too heavy: 12%
- Problems with or unavailability of instructor: 14%
- Personal problems: 24%
- Change in work schedule: 29%
- Family problems: 11%

These primary reasons cited can be further arranged into four groups: problems related to academic deficiencies; interactive problems with instructors; personal and family problems; and problems related to income generation. Because these academic and non-academic problems fall more heavily upon African-American students, the programmatic measures contained in this proposal are needed to increase the retention of these students. The program is designed to help students substantially improve their academic performance as well as improve their management of events and situations outside of their academic pursuits.

Transfer. The rate of transfer for African-American students is dismal. For example, while 1,563 out of 3907 African-American students currently enrolled at Laney College aspire to transfer to a four year institution, this compares with only 47 African-American students who actually transferred successfully to UC or CSU in the fall term of 1990 (the latest year for which results are available). Even if we optimistically add to the 47 another 10% who may have transferred to private institutions (for which tracking data is unavailable) and another estimated 15 students who would have transferred in the spring 1991 term, the percentage rate of transfer, using current students as a base average of transfer aspirants, is only 4%.

According to data compiled by the California Postsecondary Education Commission, white students at Laney College with the declared intention to transfer to four year institutions are three (3) times more likely to enter public four year institutions than their African-American cohorts. Moreover, according to the same data source, the rate of transfer from Laney College
to the UC and State University systems by African-American students plummeted by 28% from 1988 to 1990. Clearly, the trend suggests that the problem is getting worse and not better.

Many factors contribute to low transfer rates. Factors most frequently cited by academic practitioners include lack of clarity regarding academic goals, lack of realism regarding academic goals, low basic math and English skills at entry into community college and failure to complete transferable level courses, general inability to complete transfer level English and math coursework, loss of motivation, economic pressure, and diversion into vocational programs. Acting alone or in combinations with each other, these factors reduce the 40% of African-American students at Laney College who aspire to transfer to a four year institution to a mere handful who actually succeed in doing so. Students will be assisted by the proposed program to sort out their academic priorities, to move more quickly through basic skill development, to maintain and build motivation, and to better manage limited financial resources.

Probation. African-American students constitute 33% of the total student population at Laney College, and they account for approximately 50% of all students on academic and progress probation. Of these probationary students, an estimated 250 are transfer students. In comparison to all other ethnic groups, African-American students are substantially over-represented among probationary students.
3. Population To Be Served

Population to Be Served

The population to be served by the proposed program is composed of African-American students intending to transfer to four year institutions who are performing at a sub-par G.P.A. level for successful transfer, who are making inadequate course load progress towards successful transfer, who are on progress or academic probation, or who are at-risk of going on probation.

As noted above, African-American students are disproportionately more likely than students of other ethnic groups to drop classes, fail to attain transfer objectives, and to be placed on probation or experience related academic problems. Thus, a special program for African-American students is necessary to assist them to achieve academic success in greater numbers.

Extensive research on African-American collegiate study practices led UC Berkeley math program innovator Uri Treisman to a remarkable conclusion about how to improve African-American academic performance. Dr. Treisman found that, unlike successful math students of other ethnicities, African-American students tended to study in isolation and without peer support. While these capable students were able to excel in high school using this method, they were unable to do so in college and failed gateway math courses (such as calculus) at high rates. "The self-reliance that was an essential strength [in high school] turned into a debilitating weakness," notes Treisman. In response to his findings, Treisman instituted a highly successful math workshop program to bring minority students together to study and work collaboratively. The emphasis of the program is on excellence and not remediation. "We have created a high-quality educational environment in which students are challenged," says Treisman. "We expect them to succeed, and we give them the tools to do so."

By broadening and deepening the educational approach successfully demonstrated by Dr. Treisman, the proposed program will help greater numbers of African-American students attain academic progress and transfer successfully into four year institutions. These students will develop attitudes and behaviors which will ensure long term success in four-year colleges and subsequent careers.
4. Objectives

Performance Objectives

A. **Task:** Successfully complete program
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of enrollees will complete study skills class with a grade of B or better

B. **Task:** Students on probation regain regular academic status
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of probationary students completing program will regain regular status

C. **Task:** Improve academic performance
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of students completing program will raise semester G.P.A. to 3.0 or by 1.0 point over previous overall G.P.A.

D. **Task:** Improve academic progress performance
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of students completing program will increase by three (3) the number of units completed in the program semester over their prior average unit completion rate

E. **Task:** Improve academic progress performance in mathematics
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of students completing program will obtain a grade of "B" or better in a transferable or preparatory math course

F. **Task:** Improve academic progress performance in English
   **Completion Date:** End of semester of participation
   **Bench Mark Standard:** 80% of students completing program will obtain a grade of "B" or better in a transferable or preparatory English course
5. Workplan Narrative

Work Statement Narrative

Recruitment. Several different methods will be used to recruit students for the program, including referrals from the Counseling Department, flyers, announcements, in-class presentations, and word-of-mouth. The Counseling Department will be able to provide additional information about referred students.

For the fall semester of program operation, continuing freshmen and sophomores will be recruited. For the spring semester of operation, second semester continuing freshmen will be recruited.

Assessment. The Program Coordinator will individually assess each applicant's suitability for participation in the program using standard assessment test scores in math and English, overall G.P.A., rate of academic progress per semester, and analysis of transferability of coursework completed. In addition, applicants will complete a questionnaire and have a personal interview designed to reveal qualitative information regarding the applicant's level of motivation, need for the program, realism and clarity of academic goals, and general likelihood that the student will benefit significantly from the program.

Services. The proposed program will provide a comprehensive set of services to underrepresented African-American transfer students who meet program assessment criteria.

• Successful Student Skills Course.

Highlighting the comprehensive program will be a three unit "successful student" skills training course. The highly participatory, hands-on course will be designed to change student behavior. The following modules will be included:

1. Using college resources including library, faculty, counseling, financial aid, and other support services.
2. Developing self confidence.
3. Learning how to learn - critical thinking.
4. Setting short term goals.
5. Keeping up with labor market trends and setting long term career goals.
6. Learning time management including scheduling and prioritizing.
7. Learning verbal presentation and interpersonal communication skills.
8. Balancing academic and personal needs and responsibilities.
9. Budgeting and personal money management.
10. Creating a study system.
11. Building listening and note-taking skills.
12. Developing test taking skills.
13. Improving concentration.
15. Learning self discipline and self control

This highly practical course will be complemented by a series of mutually reinforcing program components.

- **Study partners.**
  Students will form study teams of two to four persons which are designed to break down isolation, build academic camaraderie and foster peer support.

- **Study groups.**
  Students will attend math study groups already offered by the College. Additional study groups will be formed to aid students in English and sciences. Study groups will meet two times per week for a total of three hours.

- **Mentoring.**
  Students will be paired with African-American faculty and professional non-academic volunteers. Students will gain self confidence and self esteem through contact with professional role models. Mentors will receive special mentor training to enhance their effectiveness. The Laney College Chapter of the Peralta African-American Affairs Association will be the primary source of faculty and staff mentors, supplemented by professional contacts of Association members in private industry.

- **Peer tutors.**
  Academic problems often result from inadequate basic math and English skill development in secondary schooling. Inadequately prepared transfer students quickly fall behind in academic courses or are never able to progress out of remedial courses. Peer tutoring will assist students in the program in key areas of deficiency and ensure that students keep up with the pace of their academic and/or remedial courses. Peer tutors will also receive special training prior to initiation of tutoring activity.
6. Expected Outcomes

Projected Outcomes of Project Activities
A. Outcomes of Project Activities

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<tr>
<th>ACTIVITY</th>
<th>OUTCOME</th>
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<tr>
<td>1. Recruitment for Program</td>
<td>200 students recruited, 100 each semester</td>
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<td>2. Assessment for Program</td>
<td>150 students assessed, 75 each semester</td>
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<tr>
<td>3. Enrollment in program</td>
<td>100 students enrolled, 50 each semester</td>
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<tr>
<td>4. &quot;Successful Student&quot; Class</td>
<td>80 students complete study skills class, 40 each semester in two classes; students will master academic and personal success skills taught in class</td>
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<tr>
<td>5. Tutoring</td>
<td>25 hours average per student per semester in math, English, or science</td>
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<td>6. Mentoring</td>
<td>Students spend 4 hours average with mentor during semester of participation</td>
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<td>7. Study Groups</td>
<td>Each student in the program participates consistently in one or more study group during semester</td>
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<td>8. Study Partners</td>
<td>Each student participant bonds with one to three other students as study partners for duration of semester</td>
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<tr>
<td>9. Completion of Program</td>
<td>80 students complete, 40 each semester, meeting performance standards identified above</td>
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<td>10. Evaluation</td>
<td>Each semester’s participants will be given pre and post-program academic, substantive (success skills), and attitude/motivation testing</td>
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Two control groups randomly selected from initial recruitment pool of students for each program semester will be sampled for academic performance

B. Systemwide Impact of Project
The problem of achieving greater African-American participation and success in higher education confronts educators at urban community colleges throughout the State of California. If the proposed demonstration program is successful, it can serve as a model for other community colleges to attack the academic difficulties blocking the advance of underrepresented students throughout the state.

C. Potential for Continuation Funding

As the program proves itself, Laney College administration intents to continue the program and expand it to include other underrepresented students in the second year.

The 16 person Advisory Committee of the Laney Chapter of the Peralta African-American Affairs Association, representing a cross-section of instructional and student support services, as well as management, will oversee the continuation of the principal features of this project. The Counseling Department will absorb some of the functions, such as the "Successful Student Skills" course and link the program to the early alert feature of the matriculation program. The African-American Affairs organization has a long-term commitment to the mentoring of the targeted students, one of the innovations of this comprehensive program.

D. Program Adaptation/Replication

The program will be very much replicable at other urban community colleges with significant numbers of under-represented students. A final report will be prepared which will be distributed to community college districts throughout the state. The report will detail all relevant aspects of the program including methodology and results.
Program Evaluation Plan

Program evaluation will incorporate the review and analysis of all program benchmark standards for participants; where applicable, the performance of a control group drawn from the recruitment pool will also be assessed. This review and analysis will validate the effectiveness of the program insofar as meeting benchmark objectives as well as demonstrating significant benefits to participants as compared to the control group. In addition to objective performance data, the program evaluator (a subcontractor to hired at the start up phase of operations) will analyze subjective pre- and post-program responses drawn from student participants regarding attitudes about such issues as self esteem and academic abilities, career goals, and prospects for future success.

Program evaluation will also include analysis and review of the following:
- Identification of problems that were encountered
- Efficiency of program in meeting goals and objectives with particular reference to allocation of resources, areas of potential cost savings, etc.
- Identification of effective methods and processes
- Identification of areas of successes, problems, etc.
- Internal evaluation of program by students
- Development of recommendations for program replication
8. Dissemination Plan

Dissemination plan

The dissemination plan will include a variety elements including statewide availability of program abstract, preparation of newsletter articles, public press releases, and presentations about the program at conferences.

In addition, the dissemination plan will incorporate preparation of the final report and its dissemination to interested parties. The final report will include a general narrative description of the program, its design, elements, objectives, and methods. The final report will also include a full write up of the program evaluation including all of the material described above under program evaluation.

The final report will be targeted for dissemination to community college districts throughout the state, particularly in urban areas with large under-represented student populations. A notice of availability will be sent to each such college and/or district requesting notification of interest to receive the report. Reports will be mailed out by the end of summer. If sufficient interest is not generated, additional mailings and notices of availability will be sent out to selected counseling departments, development deans, and special program centers.

Another aspect of the dissemination plan will be the presentation of regional and local workshops for educators.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]