CALIFORNIA COMMUNITY COLLEGES
AND
YOSEMITE
COMMUNITY COLLEGE DISTRICT

#92-0039
## Project SUCCESS

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>1992-93</td>
<td>92-0039</td>
<td>Modesto</td>
<td>Yosemite</td>
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**FUNDING CATEGORY & AWARD**  
Grant = $10,440

**ELIGIBLE PROGRAM**  
C --- Special Learning Needs of Edu Dis Students

**PROJECT CATEGORY**  
Implementation 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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<tr>
<td>Basic Skills</td>
<td>Retention</td>
<td>Basic Skills</td>
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**PROJECT DIRECTOR**  
Dorothy Scully, Instructor

**PROJECT SUPERVISOR**  
A. Lance Thompson, Dean Engine, Math, Phy Sci

**PROPOSAL DESCRIPTION**

Through matriculation, students are assessed and those with basic skills needs are identified. Due to current overcrowding, basic skills courses are not always available to those students who are quite likely to attrite. By providing a readily available, comprehensive basic skills program, this group of students will experience higher rates of retention.
High risk students are more likely to attrite than are other students and this attrition is most likely to occur during or after the first semester. The most obvious reason would be that these students become enrolled in courses for which they are not academically prepared. In addition numerous studies indicate a major reason for student attrition is the failure of students to become integrated into the institution. They feel as if they are "on the outside looking in" and they do not feel that they belong. Project Success is a first semester program which attempts to address both causes of attrition.

The first component of Project Success is to identify those new, entering students who score at remedial levels on all assessment instruments (math, English, and reading). These students would be sent a letter inviting them to enroll in the 30 slots in the Project Success program. Students in the program will be automatically enrolled in the remedial math, English, and reading courses as well as a guidance course (9 units total). Students would be free to choose an elective to complete their programs.

Because the 30 students would be together for four of their classes, a cohesiveness should develop. This should lead to a Feeling that they are fully integrated members of the MJC student body. The four instructors working with the students will meet frequently to discuss the students and this coordination of information will help to alleviate student problems. both academic and personal. Instructors will work together to ensure that, when appropriate, concepts in different courses are presented and reinforced in complementary ways.

Students will benefit by having a program which is appropriate to their needs. First semester students have a low registration priority and have a difficult time getting classes because so many are closed by the time their registration appointments come up. Project Success offers a nearly complete program. At their initial registration appointment, the students will be met and advised by an instructor from the core of classes. Once in the program the students should begin to feel connected to the institution through the daily contacts with the instructors and the other students in the Project. The classes will be smaller which should also make the students feel that they are important to the institution as individuals.

The overall goal of Project Success is to diminish attrition. Project Success provides a program which is appropriate to the academic abilities of identified students. The students' chances for success are greatly increased. In addition, these high risk students will remediate deficiencies so they are better prepared for college work in subsequent semesters.
Yosemite Community College District

Project Success

1. Specific Educational Program Being Addressed

REVISED 6/30/92
Providing access, quality, and success for students entering at the basic skills level is the major goal of this project. According to the Board of Governors of the California Community Colleges document entitled *Matriculation: Preliminary Report on First-Year Implementation*, the primary purpose of matriculation is to promote and sustain the effort of students to achieve their education goals. Specifically the report states:

“The responsibility of the college is to provide an admissions process, and orientation to college services and procedures, pre-enrollment assessment and counseling, advisement and counseling for course selection, a suitable curriculum or program of courses, follow-up on student progress with referral to support services when needed...”

Although “pre-enrollment assessment and counseling, advisement and counseling for course selection” are adequately provided, we need to provide “a suitable curriculum or program of courses” specifically for those students who are identified as basic skills students upon entry. Project Success proposes that a program providing basic skills instruction during the first semester to those student identified with needs in reading, math and English will result in improved retention and academic success.

High risk students are more likely to attrite than are other students. The most obvious reason would be that they become enrolled in courses for which they are not academically prepared. In addition numerous studies indicate a major reason is the failure of students to become integrated into the institution. They continue to feel as if they are on the “outside looking in” and they do not internalize the value of the community college experience for themselves. They do not feel that they belong. The goal of Project Success is to provide the academic remediation which the students need in an atmosphere which promotes a feeling of inclusiveness into the institution.

The first component of Project Success is to identify those students who score at remedial levels on the assessment instruments-(Math 20, English 50. Reading 82). Project Success will
include only first-time entering students who have not participated in any other campus programs (e.g., Summer Readiness). We wish to target an audience whose needs would not otherwise be addressed. These students will be sent a letter inviting them to apply for the 30 slots in the Project Success program. (The 30 students will be chosen randomly from those students who responded positively). Students in the program would be automatically enrolled in Math 20, English 50, Reading 82, and Guidance. The students would be free to choose an elective to complete their programs.

Because the students will be together for four of their classes, a cohesiveness should develop. This should lead to a feeling that they are fully integrated members of the MJC student body. The four instructors working with the students will meet frequently to discuss the students and hopefully this coordination of information will help to alleviate student problems both academic and personal. The instructors will work together to ensure that the concepts are presented and reinforced in a complementary fashion whenever it is appropriate. [To validate their efforts, the four instructors will maintain a log of their time spent and achievements of students noted through the course of the project.]

The students will benefit greatly by having a program which is appropriate for their needs. First semester students often have a difficult time getting classes because so many are closed by the time their registration appointments come up. Project Success offers a nearly complete program. At their initial registration appointments, the students will be met and advised by an instructor from the Project. Once in the program the students should begin to feel connected to the institution through the daily contacts with the instructors and the other students in the Project. The classes will be smaller (30) which should also help in making the students feel that they are important individuals rather than just another number.

Project Success’ goal is to diminish attrition. This is consistent with long-standing goals of the community colleges. The second goal of this project is to enable basic skills students to remediate deficiencies so they are better prepared for college work in subsequent semesters.
2. Specific Problems Being Addressed

[NO “PROBLEMS” ACCOMPANIES THIS DOCUMENT.]
3. Population To Be Served

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

Specifically, the objectives of the Project are:

1. Identify 30 potentially at risk in-coming, first-time students and an equal number of students from the same population to serve as a control group. (July 31, 1992)

2. Project Success students will have statistically significantly higher levels of retention than control group due to activities designed to Integrate students into the institution. (December 18, 1992)

3. Project Success students will have statistically significantly higher grade point averages at the end of the first semester than the control group due to the three remedial courses being taken concurrently and the extra efforts made by Project Success faculty to recognize student difficulties and their work to alleviate them. (December 18, 1992)

4. Hire Part-Time Faculty to replace faculty in Math, Reading, English & Guidance who participate in Project Success.

Assuming Project Success does retain students at higher levels and their achievement levels are satisfactory, this Project will become part of the regular college program. When retention and success improve, it is to the college's advantage to maintain and expand the program so more students will be able to experience the benefits. The first time through, the classes for Project Success seem to require the canceling of one of the regular math, reading, English, and guidance sections which are normally much larger than 30 (47+ students are normally in the math, reading, and guidance sections). This loss of students is difficult for the Institution to support. However if the Project proves to retain students at higher and more successful rates, it will be a program the college will wish to continue for its own benefit.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

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

EVALUATION

To evaluate Project Success, the students in the program will be compared to the group of Project Success eligible students who were not able to get in and were randomly selected in July with the Project students. These two groups will be compared on the following:

1. Number of students completing the semester
2. Number of students registering for Spring semester
3. Grade point averages for Fall semester
4. Number of withdrawals on Fall grade report
5. Number of below average grades (D, F)

T-tests will be performed on these points of comparison with p set at .05. It is anticipated that the experimental group will outperform the control group in a statistically significant way.
8. Dissemination Plan

DISSEMINATION

If Project Success is successful, its results will be disseminated to appropriate groups throughout the state. LARC is an active state-wide committee which is always interested in retention projects and their successes. Normally they meet twice during the Spring semester and the opportunity to present Project Success results to them during one of these meetings will be arranged. Western College Learning and Reading Association sponsors a state wide conference and Project Success will be offered as a presentation for their Spring 1993 conference. This attracts college personnel from throughout California and the West who work almost exclusively with basic skills students and this project would be of great interest to them. Other opportunities may present themselves (e.g., journal publication) and these will also be pursued.

Project Success improves the traditional instructional program by offering the basic skills courses to students identified with those needs in math, English and reading, when it is most appropriate to enroll those students in those courses --- during the first semester. Because first time entering students have the lowest registration priority, they are least likely to be able to enroll in all three remedial courses. In order to be successful in college, these are the courses that the students need to take first in their program. They must remediate their weaknesses in order to be successful students in the regular college program. A second cause of attrition is the failure of the student to be integrated into the institution. The student feels he is not really a part of the college and that he really does not belong. In Project Success, 30 students take four courses together and it is expected that a cohesiveness will develop within the group. This in turn should provide a comfortable atmosphere in which the student feels he is really a part of the group. At this point of integration into the institution, the student is far more likely to be retained than he would have been in the traditional program. By enrolling Project Success students in basic skills math, English and reading during the first semester and by providing a situation where integration is more likely, these students should have low rates of attrition and they should make the transition to the regular college program successfully. This will be an improvement to the traditional program which is currently offered.

Project Success enrolls only those students who are educationally disadvantaged and exhibit academic weaknesses in the areas of math, English and reading. Students with remedial needs in only one or two areas are not eligible for the program.

Consistent with the Basic Agenda Priorities, this project focuses on the improvement of retention rates of underrepresented students. These students are disproportionately identified as having basic skills needs and they will be a major portion of the population served by Project Success. Retention will be improved through the instruction of basic skills and through the close relationship of a counselor with the students. The students will take a Guidance
course as a part of their program and the counselor will maintain close contact with the students individually. Instruction and student services working together will improve the retention of underrepresented students at the college.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]