<table>
<thead>
<tr>
<th>93-0643</th>
<th>Foothill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass the Torch (Enrollment, Retention, and Transfer of Under-Represented Students in Vocational and Transfer Programs)</strong></td>
<td></td>
</tr>
</tbody>
</table>

### CONTENTS

- BACKGROUND / INTRODUCTION
- IMPACT ON SYSTEMWIDE NEED
- SPECIFIC EDUCATIONAL PROGRAM BEING ADDRESSED
- SPECIFIC PROBLEMS BEING ADDRESSED
- POPULATION TO BE SERVED
- OBJECTIVES
- WORKPLAN NARRATIVE
- EXPECTED OUTCOMES
- EVALUATION PLAN
- DISSEMINATION
- BUDGET NARRATIVE
Background/Introduction

Foothill's Minority Transfer Program, a Student Services program under the Dean of Counseling and Matriculation, is the college instrument that will operate this project. It operates with one full time counselor associate who is responsible for coordinating its activities and one full time counselor who facilitates the implementation of its services and whom its students see for counseling. The bi-lingual recruiter requested in this proposal will expand the Minority Transfer Program staff to three persons.

The Appendix includes samples of awards for some of the last two years' more noteworthy accomplishments of this transfer program for Foothill minority students. Notwithstanding these accomplishments, a more formalized structure capable of conjointly enrolling students in coordinated sequences of basic skills, ESL, and major prerequisites with some incentives from universities and vocational programs built in, will significantly improve the effectiveness of the Minority Transfer Program's services to underrepresented students.

A disproportionate amount of staff time is spent in recruiting students, eroding the time needed to provide other needed services to students. Adding a half time bi-lingual recruiter to its current staff will remove recruitment from the duties of the present two staff persons and place it entirely with this one recruiter. His/her sole responsibility will be to get students into the program as well as to coordinate recruitment with instructors. The two other staff persons, meanwhile, can concentrate on maintaining these students in the coordinated studies sequence that will get them to their goal. This coordinated educational plan is described in Appendix A. This plan schedules "Pass The Torch" students in the general education classes together by designating which quarter specific requirements will be taken.
[No information provided in this document for this section.]
Specific Educational Program Being Addressed

[No information provided in this document for this section.]
What Specific educational need/specific problems are addressed?
The scope of this application covers issues relating to the "Enrollment, retention, and transfer of underrepresented students in both vocational and transfer education". Given this context, this application addresses four specific problems and needs:

Need #1: How to increase the number of students from underrepresented groups who enroll in both community and baccalaureate colleges and universities.

Need #2: How to keep them there once they enroll and to foster their success in completing an educational option offered by the college they are attending.

Need #3: How to involve instructors as well as Student Services as well as peer students as role models in these students' process of exercising their educational option.

Need #4: How to demonstrate involvement of the baccalaureate universities and the community college vocational programs with these students at the beginning of their enrollment.

C.2 SOLUTION OR RESPONSE: What population is served? What is solution or response to the need addressed?

Need #1: Develop and maintain an intensive recruitment campaign directed at high schools, churches, businesses, community organizations, detention homes, recovery programs, and all new, returning, and continuing Foothill underrepresented students to invite them to enroll in "Pass The Torch" Program.

Need #2: Design and market this program so that it's objectives are clear. These include to gain access to vocational programs and transfer admission agreements to selected universities through a process that includes:

a. conjoint enrollment in a coordinated sequence of courses to generate Individual Educational Plans (IEP) that cover lower division major requirements, General Education, and four counseling and career planning classes.

b. faculty classroom based research and classroom assessment techniques following the Angelo/Cross model.
c. collaborative learning through faculty small group facilitation.

d. faculty mentors.

e. peer mentors.

f. peer tutors.

Need #3:

a. Strengthen the instructional link to the process of this program by developing a pool of instructors to teach the coordinated sequence of general education courses to implement and follow through on the responses to need #2.

b. Continue the instructional support supplied through the $1000.00 Improvement of Instruction grant for basic skills instructors to form small study groups with students from underrepresented groups to endorse their collaborative out of class learning.

c. Student Services already play a key role with this program through:

   EOP&S sponsorship of tutors for the current small study groups, which they will continue under this grant.

   Intramurals and Associated Students have co-sponsored motivational rallies such as the "Bridge The Gap" series for African American students. These will continue.

d. Continue the college’s support of the peer mentors where a $1000.00 grant from the College Foundation launched the "Pass The Torch" program. This program offers a 50 dollar stipend to the second year, fully matriculated student who has completed the process of transfer application and/or accepted into a vocational program shows one first year student from an under-represented group everything that s/he did to succeed in that process.

Need #4: This response introduces a new element to the program, i.e., securing consent from selected four year universities to offer these students transfer admission agreements at the time they enter this program. Vocational programs will be asked to offer a similar acceptance. Agreements from both levels will be dependent upon
students completing the educational requirements of this program.
In the Fall of 1992, Foothill's total enrollment was 17,264 full and part time evening and day students. By Winter, 1993, total enrollment had dropped to 15,064 a 13% decline from the Fall quarter. Table 1 below illustrates the ethnic distribution for both quarters.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 1992</th>
<th>Winter 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2018</td>
<td>1589</td>
</tr>
<tr>
<td>African American</td>
<td>614</td>
<td>471</td>
</tr>
<tr>
<td>Filipino</td>
<td>249</td>
<td>196</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1306</td>
<td>1043</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>102</td>
<td>75</td>
</tr>
<tr>
<td>Caucasian</td>
<td>10276</td>
<td>7719</td>
</tr>
<tr>
<td>Unknown</td>
<td>801</td>
<td>718</td>
</tr>
<tr>
<td>Blank</td>
<td>1757</td>
<td>3148</td>
</tr>
<tr>
<td>Total</td>
<td>17264</td>
<td>15064</td>
</tr>
</tbody>
</table>

*Taken from admission form.

This dramatic shift in enrollment creates the background from which the three target populations for this project are selected. These populations are: (1) all basic skills students who are from underrepresented groups (2) all ESL students from under-represented groups (3) all African American, Hispanic, and Native American students when they first enroll at Foothill notwithstanding their placement in college level academic skills.

Table 2 illustrates the low representation of these students in Foothill's graduation statistics.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Graduates</th>
<th>Percent of Total Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10</td>
<td>.03</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
<td>.10</td>
</tr>
</tbody>
</table>

Statistics on the Foothill transfer rate of these three groups bring full circle the rationale for formalizing a program that will increase these students' enrollment in vocational and transfer programs. At U.C. Santa Cruz, Native, African, and Chicano American students were 1.3%, 2%, and 6.8% respectively of the Fall 1992 Gate students. At U.C. Berkeley, from Spring 91 through Fall 92, number of these students transferring from Foothill were 1 Native American, 6 African Americans (dubious whether these were all
Americans as opposed to Africans) and five Chicano Americans. Similarly, the 1987-89 Postsecondary Education Commission Student Profiles for U.C. and C.S.U. show Foothill transferring 3 Native Americans, 82 Latino Americans (again, these may not all be Chicanos) and 44 African Americans.
[No information provided in this document for this section.]
a. Project Objectives:

Objectives #1 through #6
As objectives that address recruitment of persons from underrepresented groups to enroll in "Pass The Torch", the outcomes will contribute to the diversity of Foothill's student body, introduce these students to educational and vocational options not otherwise apparent; and in the long term, significantly increase the number of such students who transfer and enter A. A./A. S. career programs.

Objectives #7 through #10
As objectives that address the direct involvement of twenty (20) Basic Skills and ESL instructors in this project, the outcomes for these objectives will increase the success of these instructors with underrepresented students so that their success stories can be replicated by themselves and by others. More importantly, the outcomes of achieving these objectives win show that instructors play the key role in the change of attitudes and practices of these students toward exercises their educational options.

Objective #11
The outcome of achieving this objective will create a critical mass of underrepresented students who successfully matriculate through the general education courses plus prerequisite courses for vocational majors. Enrolling these students in classes together will facilitate small study groups necessary for the "Pass The Torch" process.

Objectives #12 and #13
The outcome of teachers using classroom assessment techniques and classroom based research with these students will be these teachers' improved awareness of the learning behaviors and attitudes of these students for immediate modification of their classroom environment as it impacts these students. Instructors outside the project can learn from the presentations of these instructors as they share their successes with these students using classroom assessment techniques.

Objective #14
Instructor led small study groups will result in improved use of instructors by students and an increase in these students' in class participation as well as developing collaborative responsibility among students. Training the 20 instructors in leading small study groups will result in more instructors using small study groups in
their classes.

Objective #15
The result of 50 students selecting one faculty mentor will develop a rapport between the transferring and vocationally admitted student and an instructor during the transition period between Foothill and their destination. Students’ motivation to complete an application process will increase as they see other students utilizing the attention and support of an individual faculty mentor. Instructors, on the other hand, will expand their awareness of individual students' backgrounds and increase their sense of making a difference for these students as they grow closer to them in this one on one relationship. The cross cultural benefits are high in that many students are placed with instructors from ethnic backgrounds different from their own. The highest outcome of faculty mentoring is that students get a personal view of the campus to which they are transferring because in many instances, they request a mentor who attended their choice of college. In other instances, students get an individualized perspective on the program to which they have applied, both transfer and vocational.

Objective #16
The peer mentors, "torchbearers" of "Pass The Torch" will take 50 first year students through all the steps of the process they underwent to complete their applications and wait for their acceptance letters. Peer mentoring will create a critical mass of first year students who will be ready to take all the steps necessary in the following Fall because they have been grounded in deadlines and procedures by their peer mentor. The net effect of peer mentoring is that a new crop of mentors are ready each year to "Pass the Torch" to a new set first year students. The amount of students that can be reached in this way far exceeds any other method of informing students about applying for transfer and vocational programs. Finally, the cross cultural benefit of peer mentoring is significant in that the diversity of ethnic backgrounds of the students in Minority Transfer Program permits pairing students cross culturally as well as within cultures. They are given a choice.

Objective #17
Adding 5 peer tutors to supplement the EOP&S tutors who now staff the tutoring component will give students more choices for tutoring. Tutoring is a support critically needed in basic skills and ESL as well in other general education classes. With ample tutoring, these basic skills students can pass the torch to others who follow them and become tutors in the following quarter or following year.
Objectives #18 & #19
With agreements from four year universities and vocational programs that the 200 students enrolled in "Pass The Torch" in Fall 1993 can receive eligibility status at that time and not wait until they have finished all lower division work, the incentive for getting these students to persist in this program is built into such an agreement. They can be closely monitored each quarter to check their process toward this goal of admission to the transfer or vocational program who signed the agreement. This agreement is like a contract that binds both the student and the transfer or vocational program to its terms. The net result (extrinsic) of these agreements is that more students will hear about them and will want to enroll in "Pass The Torch" because they want such an agreement. The intrinsic worth of agreements such as this is that students feel a connection with some key element that is beyond the immediate course work and academic level at which they start.

Objective #20
Replacement of students gives students access to the program each quarter. A measure of the program’s success is evidenced by students choosing to add into the program as a result of hearing about it.

Objective #21
Providing a centralized place to operate the program gives the program a focus as students share a common space for small study groups, peer mentoring, peer tutoring, and faculty mentoring.

Objective #22
These counseling and career life planning classes, taught by Foothill counselors, win assist students to learn their educational and career options and how to set goals based upon these choices.

b. EVALUATION: IMPACT OF THE PROJECT
Establishing "Pass The Torch" at Foothill will impact the campus in a significant way in that students with this background have never been placed in a program. In a program, they can be monitored and they can create a critical mass for the college to interact with as they follow the steps of the program. The only similar kind of program that exists is the Honors Program. As a program for students on the other end of the spectrum, it will impact all layers of the campus structure, especially the instructional components. This is true because the coordination of these students' courses into an educational plan that will place them in classes together will impact how students traditionally place themselves in classes without consideration of
team effort, and certainly not small group study.

The issuance of agreements by transfer institutions and vocational programs will demonstrate the need to link students from underrepresented populations with a long term destination at the point of their enrollment as opposed to after they have proven their persistence. If only one half of these students complete the "Pass The Torch" process to assume the positions promised them in their agreements with their transfer and vocational program choices, the impact of this program on issues relating to the enrollment, retention and transfer of underrepresented students to vocational and transfer programs will be significant and undisputed.

C: POTENTIAL FOR CONTINUED SUPPORT
The precedent has been set for continued support with three grants this current quarter from the College for "Pass The Torch" programs. (1) The Foothill Foundation awarded two of its fourteen $1000.00 grants in the Winter quarter to the Minority Transfer Program to offer peer mentors $50.00 each to show one first year students the steps to the transfer application process. (2) Ile Academic Senate Improvement of Instruction committee awarded the Minority Transfer Program one of its two $1000.00 grants to pay ten Basic Skills and ESL instructors $100.00 to form small study groups with underrepresented students for increasing their collaborative learning and their in class participation. (3) The Staff Development Coordinator offered $1500.00 to continue training Foothill instructors in classroom assessment techniques based on the Angelo/Cross method. All of the ten Basic Skills and ESL instructors in "Pass The Torch" will be required to complete this training which begins the Spring 93 quarter.

The Minority Transfer Program which is the sponsoring program for "Pass the Torch" has a demonstrated history of coordinating tutoring, recognition ceremonies, and orientations with the Foothill EOP&S program. Its present tutorial component is conducted through the EOP&S coordinator. In Spring and Summer of 92, the Foothill Tutorial Center conducted the tutoring that was funded by Minority Transfer through another grant from the College Foundation.

In summary, the likelihood of continued support for "Pass The Torch" after the funds are used is indisputably high since many levels of the college instructional and student support personnel and programs are a part of its process.

d: EVALUATION: POTENTIAL FOR ADAPTATION TO OTHER
INSTITUTIONS
Because all community colleges face the challenge of enrollment, retention, and transfer of underrepresented students in both vocational and transfer education, "Pass The Torch" has high visibility as a program that can be adapted to any campus.

Its link with four year universities and with A.A./A.S. programs will appeal to all community colleges who struggle to offer incentives to underrepresented students. The simplicity and directness of its objectives illustrate how it can be implemented. Every community college has all parts of the "Pass The Torch" process and this project interrelates these into a process that can be easily followed as opposed to offering students from these populations a process that is open ended and non committal.
Qualitative
Formative evaluation consists of all "Pass The Torch" activities followed by a feedback sheet completed by all participants as an anonymous evaluation of the effectiveness of each activity as a part of the process for exercising transfer and vocational options. Summative evaluation will include the classroom assessment techniques summaries compiled by instructors and shared among them during the post training meetings held with the trainers. These will anonymously evaluate the effectiveness of the instructional component of this project.

Quantitative
Chi square tests at .05 level of significance will be used to determine if the retention and achievement of students in the program are greater than that of comparable students not enrolled in the program.

The number of students who remain with the program for at least three quarters against those who drop it to take courses in a regular process will be used to determine the success of the program. No more than 5-10% of these students should drop if the program is to be successful.
Dissemination plans for the project will cover five areas:

1. The video, as the primary dissemination tool for the project, will be made available to any interested person, groups, or programs for viewing or for purchase at the price of duplicating and mailing cost.

2. Information regarding the evolvement and completion of the project will be presented at the following conferences:
   - 1994 Community College Chancellor’s Conference.
   - February 1994 California Association of Counseling and Development Conference in Los Angeles.
   - Fall 1993 CSU Conference for Community College Counselors and again in 1994 as follow up.
   - Summer 1993 H.P. McDaniel Conference at Stanford where an application will be submitted in the program's name for the H.P. McDaniel award.
   - Fall 1993 UC Conference for Community College Counselors and a follow up in Fall 1994.
   - Fall 1993 Career Counselors Conference
   - 1993-94 and 1994-95 EOP&S Conferences
   - 1993-94 and 1994-95 EOP Conferences
   - Additional conferences will be attended that are recommended by instructors and staff affiliated with the project.

3. Applications will be made for the following Professional Awards:
   - League of Innovation
   - H.P. McDaniel Award
   - Board of Governors Exemplary Award
   - Applications for additional awards will be submitted from recommendations of faculty and staff affiliated with the project.

4. Program brochures will be mailed to Community Colleges, high schools, and four year universities to inform them of the program.
(5) Articles documenting the program will be submitted to professional journals (both national and state).
The budget of $85,100.54 for combined USSP and Foothill funds is small given the enrolment and retention model that it supports. Foothill shares 54 per cent of this budget through its existing programs that overlap the Project. The combining of these two funding sources can have a significant outcome as a demonstration of the need to maintain underrepresented students in a program that structures their educational options. Obtaining immediate agreements from degree oriented programs highlights this project as a model based on offering incremental awards to these students to invest in their college persistence.