**Project STRIVE**

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San Joaquin Delta

Background/Introduction

[No information provided in this document for this section.]
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Impact on Systemwide Need

[No information provided in this document for this section.]
San Joaquin Delta

Specific Educational Program Being Addressed

[No information provided in this document for this section.]
There are two needs to which this proposal is addressed: 1) lack of success that San Joaquin Delta College has had with retaining, transferring, and graduating students from historically underrepresented backgrounds, and 2) the lack of integration of existing retention services in addressing the needs of these students.

Lack of Success with Students from Backgrounds Historically Underrepresented in Postsecondary Education:

A recent report issued by the American Council on Education indicates that African-American and Chicano/Latino students are far less likely to attend college than are White students, and that cutbacks in college and university budgets and reductions in federal financial aid are taking a disproportionate toll on those students, who may most need the chance that higher education represents. Nevertheless, findings issued in the eleventh Annual Status Report on Minorities in Higher Education indicate that the number of these students enrolled at two year colleges, which are less expensive and easier to get into than most four-year colleges, rose by 13.4 percent in 1991.

The importance of community colleges being successful in achieving goals of educating a more diverse population is further reinforced by an article in the "Voice of Hispanic Higher Education" which states that the community colleges play an especially crucial educational role for Chicanos/Latinos. Crucial because well over half of Chicano/Latino students who attend a postsecondary institution attend two-year colleges. In California, 78 percent of Chicano/Latino students who attended college in 1991 were enrolled in community colleges, according to the California Postsecondary Education Commission (CPEC). The same is true for African-American students in California where, in 1991, 79.6 percent of these college students were enrolled in a community college. Moreover, the consensus of the literature indicates that, in general, most community colleges are not very successful in educating African-American or Chicano/Latino students, as evidenced by their low proportion in the pools of students who transfer or graduate with either an Associate of Arts degree or a certificate.

At San Joaquin Delta College, our situation mirrors that described above. To that end, the College has developed a Student Affirmative Action Plan to recruit and retain students from underrepresented backgrounds in larger proportions than at present. In understanding our need, it is important to examine
the issues of recruitment and retention separately.

Recruitment:
Test scores from Delta College's feeder high schools are among the lowest in the State and the dropout rate for African-American and Chicanos/Latino students is on the increase. Attrition of high school students is a major challenge facing secondary school educators. This is particularly true in low-income areas, where students leave prematurely either to enter the labor force or because of incompatibility with the school environment. Many of these students come from an environment which does not encourage postsecondary education. Because they lack support and guidance at home, some drop out of the College before they have accomplished their academic goals which makes the need for improved retention a major concern.

Retention:
In the Fall, 1992 there were 964 African-Americans and 2930 Chicanos/Latinos on campus. This represents 5.73 percent and 17.41 percent respectively, of the student body. The educational preparedness of these students was recently examined by the Office of Institutional Research and Planning which completed a study, "Ethnicity: Its Role in Academic Choice and Outcome at Delta College." Its findings highlight the challenges Delta College must address to ensure equal educational opportunity for all. The study found that African-American and Chicano/Latino students on campus score significantly below the White students, and that these students score below the 15th percentile on the national norms for the Assessment Placement Test (APS). African-American and Chicano/Latino students show similar underachievement in basic math skills.

Lack of Integration of Existing Services
San Joaquin Delta College currently provides programs vital for retention, transfer and/or graduation. These services, however, are housed in many locations on campus under the supervision of different directors and they have different criteria for participation. Many students are not aware of all of the available services and are sometimes unable to locate the assistance they need. This is especially true for students whose experience in a postsecondary educational environment is limited. These services, therefore, need to be coordinated in such a manner that students can avail themselves of programs to assist them with retention, transfer, and graduation.

2. SOLUTION OR RESPONSE
The coordination of services which enhance our Matriculation effort is not only vital to the effective achievement of an institutional goal, but is the key to reducing the disparity between the number of African-American and Chicano/Latino students whose goal is to earn an Associate of Arts degree and/or to transfer to baccalaureate awarding institutions, and the number who succeed in doing so. Delta College plans to address this problem through the achievement of the following two objectives:

Objective 1: To develop a model for delivering comprehensive integrated retention services in a community college setting. The College plans to do a study that will provide the means from which to develop a comprehensive program model.

Objective 2: To implement the model through the creation of a program whose goal is to enhance the performance of students from historically underrepresented backgrounds such that the retention, transfer, and graduation rates of these students will be increased. Project STRIVE (Students Taking Responsibility in Valuing Education) will provide the means for institutional adaptation to meet the needs of underrepresented student. This will be accomplished by developing new services, coordinating them with existing services, and creating a program from which the students can draw support and significantly enhance their retention, transfer and graduation rates.
Project STRIVE will target students from historically underrepresented backgrounds. The specific focus will be on African-American and Chicano/Latino students who are not eligible for services from existing categorical programs such as Extended Opportunity and Program Services (EOPS).
[No information provided in this document for this section.]
Objective 1: To develop a model for delivering comprehensive integrated retention services in a community college setting. Activities relevant to this objective include:
Activity 1. An Advisory Council will be established to monitor and make decisions regarding the coordination of services at the College. The Council will include representatives from Student Services, Instructional Development, Registration, Communication Skills Division, Science and Mathematics Division, Social Science Division, Office of Relations with Schools and Colleges, Disabled Student Services, Guidance Division, Tutor Center, Financial Aid, the Assessment Center, the Hispanic Employee Association, the African-American Employee Association, the Stockton Unified School District, California State University at Stanislaus, the University of the Pacific, Humphreys College, the Matriculation Technician, and a representative from the community. The Advisory Council will be chaired by the Assistant Superintendent/Vice President.

The purpose of this advisory council is to ensure that:
Individuals responsible for the existing services on campus will be intimately involved in the development of the comprehensive model.

The comprehensive model will benefit from the expertise of those individuals presently providing services on campus.

Resources will be utilized on campus in the most efficient and effective manner through the creation of a student referral mechanism and the minimization of service redundancy.

All campus services will work in concert with each other for the benefit of students.

Activity 2. A preliminary Plan will be developed that includes:

Assessment of the campus climate through: a) utilizing a CPEC report of which San Joaquin Delta College was a pilot test site, b) conducting a more extensive and intensive appraisal of campus climate as perceived by students. The focus of this assessment will be on the perceptions of students as to the effectiveness of existing retention services and the overall nature of the campus environment.

Analysis of local evaluation studies to determine which institutional practices are most effective in terms of enhancing the retention,
graduation, and transfer rates.

Examination of the institution's latest self-study conducted as part of the accreditation process.

Activity 3. A procedure to track all project participants from the admissions process to the achievement of their academic goal at the College will be developed that includes:

Collection of information provided by the Admission and Records and Assessment departments;

Encouragement of the use of electronic Student Educational Plans (SEP) by counselors;

Development of an early alert system;

Enhancement of each student's progress through the provision of tutoring, mentoring, peer advisement, study groups, and additional counseling.

Activity 4. Creation of a central physical location for the coordination of comprehensive and integrated retention services.

The home base for these services will be located in the Guidance Center. This facility will house the Project STRIVE Coordinator's office and classroom space to provide the students with an environment conducive to developing a network of support.

From this planning process, the campus will be in a position to determine what is needed to provide a comprehensive program which has as its goal the enhancement of retention, transfer, and graduation rates of all students, especially those from historically underrepresented backgrounds.

Objective 2: To implement the model through the creation of a program whose goal is to enhance the performance of students from historically underrepresented backgrounds such that the
retention, transfer, and graduation. rates of these students will be increased.

Based upon the assessment described above, a comprehensive model of Project STRIVE will be developed during the planning year. At this point, although we plan to be flexible, we expect that the elements of this project will include:

Activity 1. Recruitment of high school juniors and seniors who are African-American or Chicano/Latino. Students may fit one or more of the following criteria: they may be economically disadvantaged; they may demonstrate a lack of basic skills in reading, math, and/or English; and/or, they may come from an environment from which postsecondary education is not a tradition. Students who meet the above criteria for other programs such as EOPS, will also be directed to those for which they qualify.

Recruitment for Project STRIVE will be conducted in the following ways:

Students will be selected and approached through the regular high school recruitment process already in place;

The Project STRIVE Coordinator, Academic Advisors, counselors, and representatives from the Office of Relations to Schools and Colleges will make presentations at community organizations such as the Boys and Girls Club of Stockton;

College representatives will also visit local churches to talk to students, parents, and religious leaders. Enlisting and securing the support and cooperation of local ministers and their church congregation will ensure that recruitment efforts reach a broader segment of the community than may occur through traditional outreach activities of the College.

Activity 2. Summer Academy:
Targeted high school seniors from the Stockton Unified School District and other local districts will be enrolled in the six week summer program which will introduce them to college life, assist them in planning their college goals and guide them through the admissions/registration procedure. Recruitment for the 1994 Summer Academy will begin during the Spring Semester of 1994. Orientation
will begin the week before summer school begins, and will include an introduction to the project staff and student participants, a tour of the campus, and the coordination of the student’s schedule of classes, tutor sessions and mentor contacts. Individual course schedules will be designed based upon multiple means of assessment to include assessment test scores, high school transcripts, and a student essay.

To graduate or transfer, students must be proficient in basic reading and math skills to be successful in the required core classes. Therefore, Summer Academy students will also be required to take an appropriate level math and a reading or English class.

Additionally, students will be required to attend individual counseling sessions with representatives from the universities participating in this project, community college staff, and community-based organization personnel in order to facilitate personal growth and awareness of the need to focus on an educational/career goal. Field trips to colleges and universities will also be included in the Summer Academy Program. Students will meet with representatives of the University of the Pacific, California State University, Stanislaus, California State University, Sacramento, and the University of California, Davis for workshops to become familiar with requirements for transfer. Students in the Summer Academy may also participate in a work program in conjunction with the Private Industry Council of San Joaquin County.

In addition to high school seniors, selected high school juniors will be enrolled in Project STRIVE during the summer to give them an introduction to college life. Students will be matched with a mentor who will guide them towards achieving their academic goal. The juniors will be invited to attend field trips to colleges and workshops on matriculation and transfer requirements.

Activity 3. Retention will be of vital importance to the process. The following components will be used to enhance retention of the students involved in Project STRIVE during the academic year:

Mentorship: Project STRIVE participants will interact with employees and students from the College. Mentors will be selected from a list of volunteers from the Hispanic and African-American Employees Associations, and the African-American and Hispanic student associations. (The College's ethnic employee associations are comprised of faculty, classified and administrative personnel.) It will be the responsibility of the Project Coordinator to develop a job
description and arrange for training for the volunteer mentors. The mentors will arrange for at least one representative from the business community to meet with each student to discuss career opportunities and educational goals. The Project Coordinator will be responsible for a minimum of two subsequent contacts with each student and their assigned mentor. The results of each contact will be documented and, when necessary, students will be referred to other individuals for direction and support.

"Early Alert" System: To identify students in academic difficulty and to furnish the support and direction necessary to ensure student success in a postsecondary environment, an early detection system will be developed. This "Early Alert" system will be established to monitor the progress of students in their courses. A progress report will be generated for students involved in the program several times during each semester. Students who are having difficulty mastering the course work will be referred to appropriate support networks.

Tutorial Services: Participation in tutor services in the form of individual and group sessions will be a requirement for all students. Individual tutors from the Tutor Center will provide single subject course assistance in a group setting. Conducted in the Project STRIVE Center, these sessions will offer the students support from their tutors and from peers. Group tutor sessions in basic academic and study skills to meet the needs of individual students will also be available. Sessions will be conducted in the morning, afternoon, and evening hours, dependent upon the student's schedule. Private tutoring on single subject areas will also be available to those students who require additional help.

Activity 4. To assist students interested in transferring to baccalaureate awarding institutions, the Office of Relations with Schools and Colleges will coordinate seminars presented by representatives from California State University at Stanislaus, Humphreys College, the University of the Pacific, and other baccalaureate awarding colleges and universities. Visits to other postsecondary institutions will also be conducted.

Activity 5. Workshops with an emphasis on "Sensitivity to Underrepresented Students and Their Special Needs" will be provided each semester to interested staff prior to student registration. Project STRIVE participants will be encouraged to enroll
in the classes of those instructors who have successfully completed the workshops.

Activity 6. High School Juniors who participated in the Summer Academy will be encouraged to attend a Saturday program once a month following the summer program to meet with their mentors and to reinforce the need to continue their education. The Saturday program will also include workshops on self-esteem, motivation, and topics of interests to the students.

Pilot Testing of Project STRIVE:

During the second half of the planning year the College plans to test Project STRIVE by piloting a group of no more than 10 targeted students through the program in a step by step process. The Project STRIVE Coordinator will work with high school counselors to identify the student participants. Because the Pilot Test will be conducted during the Spring Semester, there will be no Summer Academy component.
San Joaquin Delta

Expected Outcomes

[No information provided in this document for this section.]
As indicated above, this project begins with a self-assessment and the development of a "climate of evidence." As such, evaluation is built into the very fabric of the program design and implementation phase. Moreover, the information from this initial step will form the baseline for subsequent evaluations. It is expected that, by conducting a self-study, the College will be able to more efficiently address the needs of the project participants, enhance the services already in place, and create and implement new services to ensure academic success.

The initial evaluation of each component of Project STRIVE will be conducted with information gathered from participants in the pilot-test who will indicate what services were most effective, where changes need to be made, and whether or not the plan is feasible.

In addition, initial evaluative information will be gathered during the pilot phase through:

- a project data base for planning, using a computer and appropriate software which will be maintained by the Project Coordinator for the purpose of tracking the progress of student participants;
- a summarization of this information;
- faculty and/or administrator comments; and,
- recommendations from the Advisory Council and student surveys.

In the implementation phase of this project, each component or activity will be separately evaluated as follows:

The Admissions Packet for Project STRIVE will be assessed through the gathering of information from student participants, faculty and administrators, computer services consultants, and recommendations from the Advisory Council.
Evaluation of the Summer Academy will be measured by:
student, faculty and/or administrator comments;
counseling interviews;
comments by mentors and program coordinators;
Project STRIVE attendance records;
incoming grade point average and the grade point average at the end of the Summer Academy;
employee review from the program participants' Work Study supervisor; and, recommendations from the Advisory Council.

Academic year activities, including the "Early Alert," tutoring, and mentoring components will be measured by:
grade point average;
units attempted and units completed for each semester;
graduation rate of Project STRIVE students
matriculation rate of Project STRIVE students to baccalaureate awarding institutions
student, faculty and/or administrator comments;
interviews with counselors, mentors and peer advisors; and,
recommendations from the Advisory Council and the Program Coordinator.

The instructor training will be evaluated by:
program participants comments;
faculty and/or administrator comments; and,
recommendations from the Advisory Council.

Instructional strategies encouraging instructors to be "cross culturally sensitive" to the program participants needs will be evaluated through instructor self-evaluation, and program participant evaluation. The success of instructional strategies will be reviewed for content and development of instructional materials.

Finally, participants' perceptions of Project STRIVE will be measured
by:

student survey faculty and/or administrator comments;

performance review from Project STRIVE Program Coordinator comments of mentors and instructors;

academic progress as measured by the student's SEP.

The evaluation process will be continuous throughout the planning and implementation stages of the program. The students' progress toward achievement of their educational objectives will be continually monitored. This will enable Project STRIVE's staff and participants to quickly adapt a Student Educational Plan (SEP) so that students can progress as rapidly as possible. The evaluation results will be integrated into the planning and implementation process required to coordinate Project STRIVE. The Program Coordinator and the Dean for Instructional Development will provide the final written evaluation of the project.

In summary the assessment of this project will be two fold:

1) The extent to which students come to perceive that the support services available on campus are delivered in an efficient and effective manner --- a judgment about the effectiveness of the model. In order to determine this, we plan to compare the perceptions of students in 1993 on the campus climate survey with student perception in 1996 to determine if students view services as more effective;

2) The extent to which more students from historically underrepresented backgrounds at San Joaquin Delta College achieve their educational goals as measured by increases in the retention, transfer, and graduation rates of these students. This judgement will be reached at the conclusion of this project by comparing the rates in 1993 with the rates in 1996 for the institution as a whole and comparing the rates of students in Project STRIVE with those of all students from historically underrepresented background students in general on the campus.

Commitment for Ongoing Support of Project STRIVE
The Board of Trustees, administration, faculty, students, and staff of the San Joaquin Delta College are committed to equal educational opportunity and to the attainment of a student population that reflects the diversity of the adult population in the District. The commitment
and support given are reflected in the letters of support included in the appendices.

The Student Affirmative Action Plan reaffirms the College's commitment to diversity and to establish measurable goals to increase the number of students from underrepresented groups who enroll, graduate and transfer from the College. A major goal of the Plan is to recruit and retain underrepresented students. The Mentor Program presently in the pilot phase was established earlier this year and has received an enthusiastic and supportive welcome from faculty, staff, students, and the community.

The proposal was a collaborative effort of the Vice President Instructional Services, Dean for Student Services, Dean for Instructional Development, Dean for Instructional Services and the Business Office under the direction of the District Superintendent.

Project STRIVE is a collaborative effort between University of the Pacific, California State University, Stanislaus, Humphreys College, Stockton Unified School District and San Joaquin Delta College. The consortium's goal will be to encourage underrepresented youths to graduate high school and to continue their post secondary education, employing the Community College as a viable artery to a baccalaureate or an Associate Arts degree.
Internal: The results of Project STRIVE will be shared with the College Governing Board of Trustees, Chief Executive Officer, Matriculation Coordinator, Dean of Student Services, Dean of Instructional Development, Dean of Instructional Services, President of Academic Senate, faculty and staff. In addition, the Project Coordinator will make a report to the Board of Trustees on the matriculation/transfer rate and/or Associate Arts degree accomplishments of the Project STRIVE participants.

An extensive handbook will be developed identifying Project STRIVE management, project design, consortium participants, research and evaluation conclusions and other pertinent information collected.

External: The results of the project will be disseminated to other community colleges and local agencies within the District's service area. Dissemination of STRIVE's planning, implementation and evaluation will be distributed in the form of a handbook, charts, newsletters and Project STRIVE presentations throughout the community. Executive Summaries will be distributed to Chief Executive Officers, Chief Instructional Officers, Academic Senate Presidents, Matriculation Coordinators, and Chief Student Service Officers.
[No information provided in this document for this section.]