

RECOMMENDATIONS FOR
CALIFORNIA COMMUNITY COLLEGE INVOLVEMENT IN
ADMISSION, RETENTION, AND ACADEMIC ACHIEVEMENT OF
GROUPS PRESENTLY UNDERREPRESENTED IN
CALIFORNIA COMMUNITY COLLEGES

Prepared by

THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGE

by

Tyra Duncan-Hall, City College of San Francisco, and
Marian Anderson, Sacramento City College

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I. NEED FOR INFORMATION ABOUT STUDENTS

Study is needed at both the State and district level to identify groups of students and potential students who are underrepresented in Community Colleges.

A. Districts vary considerably in the groups they serve so generalizations about the composition of students bodies as being representative or unrepresentative of a college's attendance area are difficulty for faculty to make.

1. Information about the degree to which the student bodies of California Community College's represent their communities could be obtained from:
 - a. District student affirmative action plans.
 - b. S.A.M. or S.A.M.C.H.A.L.U.I. computer information bank data.
 - c. Other sources of information.
2. Information collected by the California Community College's Chancellor's Office and other State agencies and by districts should be transmitted regularly to faculty.

B. Women are not now underrepresented in community colleges overall; however, minority women at some age levels are underrepresented in proportion to communities that the colleges serve.

1. The following programs are particularly used by women:
 - a. Child care services (Note that these services also enable disadvantaged single male parents to attend college.)
 - b. Women's Re-entry Programs
 - c. Women's Centers
 - d. Women's instructional support services including counseling, tutoring, study skills workshops and classes and others.
2. Research is needed to determine the relationship of these and other services to the admissions, retention and academic success of women students.
3. Faculty recommends continuing State support for these services but not at

the expense of the instructional program.

- C. Faculty needs more information about the characteristics of underrepresented students who enter community colleges. Faculty is aware that many such students share the following characteristics:
1. Many have low standardized test scores.
 2. Many have inconsistent past academic performance.
 3. Many have deficiencies in reading, writing, computational, problem solving and study skills.
 4. Many have poor self concept.
 5. Most have limited knowledge about the purposes and programs of college.
 6. Some appear to be unmotivated and even hostile to learning, even though their enrollment in college indicates an interest in further education.
- D. Funding to address the research needs outlined above must be maintained and additional funding to extend research and development programs to colleges where they do not now exist is needed.

II. ADMISSIONS

At a time of financial crisis, when the missions and functions of Community Colleges are being re-examined, faculty urges caution about over-zealous recruitment of underrepresented groups unless other State and local agencies can provide some of the support services and/or financial resources needed to ensure their success as students; or unless present support services in colleges can be restored where they have been cut, maintained and improved where they now exist, and instituted where they do not now exist.

- A. Faculty and academic senates should be encouraged to sponsor joint administrative, faculty, student enrollment management committees in order to:
1. Establish policy for faculty involvement in recruitment, admissions, academic advising, and related activities at registration and other times.
 2. Have input into recruitment efforts, if any are needed.
 3. Examine the relationship between admissions, enrollment retention, and supportive services.
 4. Develop thoughtful policies and procedures to discourage overambitious recruitment which may have a negative affect on the community.

5. Assure the development of services and programs to assist students in being successful in college.
6. Assure the functioning of adequate resources for students before additional students are recruited who require services in order to be successful.

B. Faculty concerns about programs to assist students in being successful in community colleges must be reflected in budgets, institutional research and development, accreditation and evaluation, and in scheduling of staff. Faculty needs flexible schedules and alternative assignments to classroom teaching in order to be involved in relevant recruitment and admissions activities such as the following:

1. Be a part of teams assisting students in selecting programs and classes at registration and other times.
2. Be a part of student-counselor-faculty teams which visit high schools and other community organizations in order to help students realistically assess the possibility of their attending a community college successfully.
3. Particularly successful teachers of underrepresented groups might volunteer to teach in community settings where potential full time students could be exposed to them.
4. Faculty should assist in designing informational materials directed at potential students.
5. Continuation of appropriate community services, continuing education and outreach classes and programs is necessary, for these services of the community college reach many people who are underrepresented as students and who may become students because of their exposure to staff and services through these means.
6. Faculty can assist other staff in initiating and maintaining liaison with community programs which refer students to community colleges such as:
 - a. Ex-offenders educational programs.
 - b. Halfway houses.
 - c. Programs for displaced homemakers (mature women who find themselves without support at mid-life).
 - d. Settlement houses.
 - e. Community service centers for disadvantaged and/or ethnic and minority groups.

- f. Adult education and Regional Occupational Centers.
- g. CETA (Concentrated Employment and Training Act) programs.
- h. Others depending upon the structure and needs of particular communities and attendance areas.

C. Some of the above recommendations, especially those involving off campus activities will probably require increased funding. Therefore faculty recommends that those activities not be implemented unless programs can be maintained at their present levels.

III. RETENTION

A. The purpose of activities to increase the retention of underrepresented students is:

- 1. To improve students' self concepts and self respect.
- 2. To improve students' opportunities for academic success and further education.
- 3. To increase the effectiveness of underrepresented students as self-reliant and informed citizens.
- 4. To improve students' opportunities for success in their occupations and careers.

B. In order to achieve the goal of improving the persistence rate of underrepresented students, faculty, as well as other staff, administration and governing board officers need more information of a more sophisticated nature about all students, including underrepresented students.

- 1. Faculty and academic senate committees should assist in identifying the information faculty needs in order to understand and assist underrepresented students.
- 2. Faculty may be informed of the attrition rate of their classes or of their college and even though the computer capability exists in many districts, there has been little attempt to analyze this data with breakdowns for:
 - a. Programs.
 - b. Colleges.
 - c. Districts.
 - d. Ethnic and racial groups.

- e. Languages spoken.
 - f. Age group.
 - g. Other.
3. Faculty believes that increased State involvement in Community colleges must be examined for possible constraints arising from financing restrictions and procedures which have the undesirable affect of suppressing and/or prohibiting enrollment and retention of underrepresented students.
 - a. Support services which assist students to remain in college and which improve their chances for success should be defined as instructional for budgeting purposes.
 - b. Faculty efforts to restructure college offerings to better meet the needs of underrepresented students must be supported by incentives from the Legislature and Community Colleges Chancellor's Office.
 4. Faculty and underrepresented students would benefit from information about classes and programs and services which have proven to be effective in other districts for assisting underrepresented students to remain in college successfully, so that they could be examined for possible implementation in other colleges.
 5. Faculty needs follow-up information about both successful and unsuccessful underrepresented students.
- C. Greater institutional flexibility is needed in colleges for faculty to meet the needs of underrepresented students.
1. Faculty needs institutional support in order to be a part of teams which assist students in registration, orientation, and at other times.
 2. Faculty is aware that institutions need to offer various instructional formats to assist in the retention of underrepresented students such as:
 - a. Individualized instruction.
 - b. Independent and/or special studies.
 - c. Arrangements to challenge courses.
 - d. Media studies (where appropriate).

- e. Field placement (when appropriate to a subject or program).
 - f. Assessment for possible credit of related life experiences and/or job experiences.
 - g. Other.
3. Counselors and other student personnel support staff could better assist faculty in providing assistance and support to underrepresented students if some were assigned to and housed in instructional areas.
 4. Decentralizing student instructional and other support services would make them more accessible, visible and acceptable to many underrepresented students who might otherwise not be able to find/use them.
 5. All instructional services and programs should be designed not only to assist students, but also to ensure the academic quality and integrity of instruction.
 6. Since E.O.P.S. programs also serve underrepresented students, faculty should explore ways to integrate these services more closely with instruction and other college support services in order to provide students with more cohesive learning experiences.
- D. A joint effort of faculty, administration and the California Community Colleges Chancellor's Office is needed to identify potential sources of funds from private and public sources for:
1. Research needs outlined above.
 2. Maintenance, improvement, and establishment of services to assist underrepresented student to remain successfully in college.
 3. Restructuring colleges to better meet the needs of underrepresented students when institutional rigidity has been identified by faculty and administration as being a factor in poor retention rates.
- E. Policy, direction and funding is needed from the Legislature/Community College Chancellor's Office and districts to conduct needed research.
- F. Faculty urges that the Legislature, the Community College's Chancellor's Office, governing board members, and administration recognize that major financial resources are needed in order to assist underrepresented students in achieving success in community colleges.

IV STAFF DEVELOPMENT

As the student bodies of community colleges change, the faculty is becoming more stable and older. Faculty is being seriously challenged in providing underrepresented and other students with the necessary skills to succeed in college, thus fulfilling the promise of the "Open Door," and at the same time maintaining the quality and integrity of community college courses and programs.

- A. Each college/district needs a staff development program in which faculty has a major role in the planning and implementation.
 1. Faculty needs institutional support and flexibility in order to carry out activities to assist faculty in meeting the needs of underrepresented student groups.
 2. All staff development activities must be voluntary for participation of faculty.
 3. Staff development activities agreed upon jointly by faculty and administration must be taken into account when assigning and scheduling faculty who are participating.
 4. Staff development activities should be available in a variety of formats.

- B. Staff development programs can provide opportunities for faculty to engage in a number of individual and group activities which can enhance their effectiveness as instructors of underrepresented students.
 1. Most community college faculty have been trained as subject matter specialists but many faculty recognize that they need to learn more about learning/teaching processes in order to be more effective with underrepresented students. such activities might include, but not be limited to:
 - a. Learning about, planning and implementing learning motivation and reward techniques in instruction.
 - b. Assessing learning styles of students so that instructional methods, techniques and materials can be most effective.
 - c. Recognizing and defining learning disabilities and planning and implementing techniques to assist students in overcoming learning disabilities.
 - d. Recognizing that nonverbal behavior can positively or negatively influence student achievement and self concept.
 - e. Exploring other relevant and appropriate areas of instruction/learning which are related to the success of failure of underrepresented students.

2. Many faculty have expressed a need to better understand underrepresented students and the communities from which they come. Staff development topics such as, but not limited to the following can assist faculty in meeting the expectations and needs of underrepresented students:
 - a. Ethnic, social class and minority expectations for community college education.
 - b. The relation of self concept in both faculty and students to effectiveness in instruction and in learning.
 - c. Examination of faculty and administration assumptions, biases, and expectations which can enhance or hinder the effectiveness of both faculty and students in achieving the objectives of the community college.
 - d. Faculty's role and responsibilities in implementing and maintaining affirmative action programs for both staff and students.
 3. Faculty needs to be involved in planning forums and other discussions situations to be able to discuss in a non-threatening supportive atmosphere such topics as faculty's role in:
 - a. Increasing awareness for a greater need for accountability and evaluation at a time when reduced educational resources are increasingly linked to legislative and public demand for correlating expenses with "results."
 - b. Developing statements of philosophy and criteria for college success.
 4. Faculty needs planned as well as informal opportunities to discuss experiences and learning strategies with each other, in order to share success and failures of instructing underrepresented students.
 5. Faculty needs institutional flexibility and support for developing learning materials for underrepresented students. Such materials could have applicability to other instructors/colleges if there were a planned method for sharing them.
- C. There is an increasing need for retraining of community college faculty as student bodies and institutions change, and as societies demands and expectations for the community college change.
1. Retraining needs should be identified through institutional research and through development plans which have been developed cooperatively by faculty and administration.

2. Faculty opportunities for retraining must be voluntary.
 3. Faculty should be informed about both institutional and other public and private resources for retraining.
 4. Faculty involved in retraining need institutional support such as:
 - a. Planning retraining activities.
 - b. Flexible scheduling.
 - c. Released/reassigned time.
 - d. Suitable use of substitutes and other staff.
 - e. Provision for training costs including travel costs where reasonable and justified.
- D. Some faculty are experiencing high amounts of stress due to the changes in college support services and structures necessitated by financial uncertainties and program reductions, rescheduling of programs and classes, increased pressure on existing classes and resources, and other frustrations inherent in teaching a changing student body who have many unmet educational needs; therefore:
1. It is imperative that sabbatical and other leaves which provide for renewal and study in one's field be maintained.
 2. Such leaves should be defined as part of instructional costs for budgeting purposes.
 3. Other innovative functions of sabbaticals for improving instruction could be explored.
- E. Colleges and the higher educational institutions serving college faculty should provide faculty with professional libraries and other resources which make available information about:
1. Instructional improvements and innovations which have been successful with underrepresented students.
 2. Staff development activities.
 3. Exemplary and model programs in various subject matter fields.
 4. Trends in community college education.
 5. And other relevant and useful materials.

- F. Faculty needs information about and assistance in applying for available public and private grant, research and other funds in order to meet institutional and program needs for research, retraining, and other activities which have promise for assisting underrepresented students in being successful in college.
- G. The Community College Chancellor's Office with private and public organizations and institutions are urged to plan for programs and services for community college faculty.
- H. Although some may perceive staff development as an unneeded luxury, costs of staff development should be viewed as a necessary and educationally valid costs, therefore:
 - 1. Faculty urges that the Legislature, California Community College Chancellor's Office, governing board members and administration provide funds for staff development, retraining and renewal.
 - 2. Faculty urges that the Legislature and the California Community College Chancellor's Office recognize in budgets of other segments of higher education in California components needed to assist in faculty and institutional needs to assist underrepresented students in begin successful in community colleges.

V. BASIC SKILLS/REMEDIATION/DEVELOPMENTAL COURSES AND PROGRAMS

Many underrepresented students who enroll in community colleges have need for courses and programs variously described as basic skills, development or remedial. Because many of these courses and programs have been fragmented and piecemeal heretofore, there is a crucial need for faculty to assist in planning a more integrated approach that would provide students with a "holistic" educational experience, so that students can see the interrelationship between essential skills and various disciplines.

- A. Faculty must be involved in planning, implementing, maintaining and evaluating comprehensive programs/courses in basic skills/remediation developmental education. Such programs should have the following features:
 - 1. Faculty should assist in planning for a variety of instructional strategies in addition to the lecture method to better respond to the diverse needs of students with differing learning styles.
 - 2. Given the diversity of students who enroll in these programs, it is important that faculty plan for pre-assessment of student abilities, skills and knowledge before instruction in a particular course begins so that faculty can tie instructional strategies and learning activities to pre-assessment information and course objectives.
 - 3. Faculty needs to develop procedures for evaluating students' learning styles in order to better match the learning style of the student with the instructional format.

4. Faculty should explore the usefulness of mastery learning and self-paced instructional techniques since these methods actively involve students in the learning process and permit students varying periods of time to learn the materials and to reach specified proficiency levels in the course.
 5. All basic skills faculty should attempt to integrate the following skills into their courses regardless of title or stated emphasis:
 - a. Study skills.
 - b. Listening skills.
 - c. Time management skills.
 - d. Oral and Written communication skills.
 6. Faculty must be involved in the development of a distinct programmatic emphasis on improvement of student self concept as an integral component of these programs since one of the goals of such programs is to assist students in the following ways:
 - a. To become more self directed.
 - b. To gain confidence in their ability to succeed in college.
 - c. To recognize their own talents and limitations.
 - d. To use this information to make more effective program and career decisions.
 7. Faculty should set forth clearly defined entry and exit criteria for these courses and these criteria should be available to students upon enrollment.
 8. Monitoring, research and follow up studies of programs are needed because many of the underrepresented students who enroll in these programs do not complete them, representing institutional and human waste.
- B. Faculty must be involved in planning staffing patterns for courses and programs in basic skills/remedial/developmental education and related services.
1. Faculty notes that research has shown that the most effective basic skills programs are staffed by those committed to the instructional goals of the programs and who are sensitive to the characteristics of the students.
 2. Means should be provided for voluntary training for faculty and other staff in these programs; this is especially critical given current retrenchment/restructuring practices which may result in faculty

reassignments.

3. Underrepresented students require intensive tutorial and counseling assistance, therefore counselors should be assigned voluntarily to these programs.
4. Tutors, instructional assistants, peer tutors and assistants and other instructional support personnel are vital to student retention and success, since underrepresented students need more individualized attention in order to overcome their learning or academic deficiencies as quickly as possible.

C. The staff of basic skills, remedial, and developmental courses and programs must have opportunities for liaison and communication with other faculty and staff.

1. Faculty should be kept fully informed of the programs, activities, restrictions, referral procedures and other information about the programs so that they can best help students use the services.
2. Faculty in these programs should assist other faculty in voluntarily integrating the teaching of basic skills/remedial/developmental procedures in content areas and disciplines.
3. If space is available, staff of basic skills courses and programs should be physically adjacent to other instructional areas; e.g. vocational areas and academic divisions.

D. Faculty should establish policies for the grading and granting credit for basic skills/remedial/developmental courses and programs.

1. Faculty notes that providing credit for these courses and programs appears to:
 - a. Increase student motivation
 - b. Recognizes student learning needs that have not been met at previous educational levels.
2. Faculty urges agencies granting financial aid to change their regulations to recognize the need for students to take remedial and basic skills courses in order to be successful in college.
3. However, to maintain the quality and integrity of community college certificates and degrees, faculty may elect to develop policy to limit the amount of credit from these programs which may apply to meeting general education requirements, certificates and degrees.

F. Faculty recognizes that all faculty has a degree of responsibility in assisting underrepresented students to be successful in college.

1. All courses and programs should have clearly defined exit criteria which are available to students upon enrollment. Such criteria may include:
 - a. Prerequisite reading levels.
 - b. Writing skills.
 - c. Specific competencies needed.
 - d. Levels of proficiency required.
 2. There is an institutional and faculty responsibility for advising students who have serious deficiencies in basic skills to not enroll in courses and programs which require extensive uses of academic skills until students have acquired requisite proficiency.
 3. All faculty share the responsibility for assisting students in improving their reading and writing skills by giving appropriate assignments, by pointing out deficiencies, and by directing students to faculty, programs and services which can provide the assistance needed.
 4. Every community college should provide faculty and students with assessment of students academic strengths and weaknesses in order to assist teaching faculty and counselors with accurate means of assisting students in determining what educational programs are available and suitable for their goals.
- G. The Legislature, Community College Chancellor's Office/governing board members and district administration with faculty have a responsibility to provide mechanisms and support for implementation of structures, programs and to provide staff to provide for basic skills, remedial and developmental education courses and programs which meet the needs of underrepresented students.
1. Faculty recognizes that effective basic skills, remedial, developmental classes and programs are costly by necessity, and since these programs and the skills they teach are imperative for underrepresented students to function in community colleges, and for their being informed and effective citizens, a major financial commitment must be made by the Legislature and local communities.
 2. Major additional financial resources will be required for possible restructuring of institutions and programs to more effectively meet the needs of underrepresented students in community colleges, so that existing instructional programs can be maintained.

VI. EVALUATION/ACCOUNTABILITY/COLLEGE

DEVELOPMENT/ACCREDITATION

Faculty, as a whole, have had little opportunity, and therefore little experience in long range comprehensive planning and evaluation, despite the extreme value of their experiences and observations in these activities. Faculty involvement in total campus planning and evaluation and serving on accreditation teams will provide them with the perspective and experience which is necessary for positive and realistic planning and evaluation to assist all students as well as underrepresented students. Faculty needs to be full partners with administration, other staff, students, and governing board members and community members in all of the activities outlined.

- A. Institutional commitment along with supportive services are needed in order for faculty to be involved in self-studies, off-campus accreditation visits and other related activities.
- B. Faculty involvement in comprehensive, systematic methods and systems of evaluation of effectiveness of programs have been meager. Faculty needs to be involved in activities such as the following:
 1. Reevaluation of the goals and objectives of colleges to determine if they are still valid and to see if there is possible need for revision.
 2. Faculty with students, administration and advisory community groups should develop clearly stated goals and objectives for classes and programs.
 3. Faculty should plan and be involved in appropriate evaluation of individual courses in light of agreed upon goals and objectives for programs and for the colleges.
 4. Faculty should assist in identifying and developing strategies to measure goals and objectives, such as:
 - a. Identifying learning activities relevant to objectives.
 - b. Revising techniques, materials and procedures to more closely tie them to objectives.
- C. An educational master plan needs to be developed at each college. Such a plan could include, but not be limited to:
 1. Clearly defined goals and objectives for the college.
 2. Fully defined goals and objectives for programs.
 3. Yearly evaluation/measurement of achievement of goals and objectives as is being proposed in the long-term finance proposals of the California Community College's Chancellor's Office.
- D. Evaluation procedures most in use in community colleges are course final examinations

and student and/or instructor evaluation of courses. Faculty needs, in order to help underrepresented students to seek follow up studies of particular courses and programs which includes demographic analysis of:

1. Those who enroll but who never attend.
 2. Those who drop out during the term.
 3. Those who attend but do not complete the prescribed work for the course.
 4. Those who fail the course.
 5. Those who successfully complete the course.
- E. Faculty needs information on a continuing basis from longitudinal studies of students in particular courses or programs. Information which should be provided includes:
1. Success in advanced courses.
 2. Completion rates in advanced or sequential courses and programs.
 3. Completion rates for those earning A.S., A.S. Completion Certificates, and other awards from community colleges.
 4. Job placement rates and/or transfer to other institutions.
 5. Information from these activities should be available to faculty on a continuing basis for further evaluation and placement.
- F. It is the responsibility of the Legislature and the Community College Chancellor's Office to establish mechanisms at the State and regional level to identify and provide information about programs which have been particularly responsive to and successful with underrepresented students. such components for success might be found to include:
1. The degree of institutional commitment and support.
 2. Faculty role and involvement in:
 - a. Developing instructional strategies.
 - b. Developing and identifying assessment tools.
 - c. Planning for instructional support services.
 - d. Planning and evaluation of programs and services.
- G. There is a need for campus self-study with full faculty involvement as an on-going process of which accreditation is part.

1. Faculty should assist in establishing policy and procedures for the use of the accreditation process as a tool for institutional research and improvement.
 2. Faculty members should serve on all accreditation teams in larger numbers than they have heretofore.
 3. Follow up studies of accreditation should have clear directives for improvement which have been prepared with the assistance of faculty members on the accreditation team.
 4. Faculty recommends that accreditation materials include items which direct attention to the college's programs which serve underrepresented students so that accreditation team members can look specifically at those activities and programs.
 5. Faculty of the college being accredited should be fully involved in developing the implementing plans for correcting deficiencies found through the accreditation process.
- H. If our institutions exist primarily to cause learning, then the concept of accountability requires that the Legislature, the California Community College's Chancellor's Office, governing officials of the college, administrators, and faculty share with students the responsibility for learning.
1. The Legislature, the Community College's Chancellor's Office and district administration must provide leadership and funding to meet the urgent need for evaluation which is crucial to effective planning.
 2. Since major additional financial resources will be necessary in order for colleges to carry out evaluation and college development plans, faculty recommends that increased requirements upon California Community Colleges by the Legislature and other State agencies for accountability and for planning **must** include adequate funding so that colleges can maintain their instructional programs.

VII. CONCLUSION

Faculty cautions that as any of the recommendations in this report are implemented, the total instructional program of a college must be maintained at the same time and; further, the integrity of academic standards and educational quality must also be maintained. Finally, all of the recommendations in this report concerning faculty involvement in the admission, retention and achievement of underrepresented students depends upon institutional commitment of administrators, governing board members, the California Community College's Chancellor's Office and the Legislature. The faculty may well be the key element in effecting positive educational achievement for underrepresentative students, but instructors cannot be held

accountable unless each institution and the total Community College structure is also dedicated to that end.

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