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ABSTRACT

California Tomorrow, a non-profit research organization that supports the development of a fair and inclusive multicultural society, conducted this study. The research sought to answer three questions: (1) What are the experiences of Latino, African American, Asian, Native American, white, and immigrant students in the community college system, and what are the systemic barriers and supports they encounter? (2) What strategies are being used for the recruitment, outreach, guidance, and support of traditionally underrepresented students, and what is the perceived success of these strategies? and (3) What forms of professional development and support do faculty and staff need and find useful to help them respond more effectively to the needs of these students? California expects tremendous growth in each of the 3 systems of higher education in the next 5 years. The greatest number of new students (nearly 74% of the increased demand), however, will seek access to one of California's community colleges. The state continues to fund community colleges at the lowest level of all public education sectors, including K-12. Community colleges receive $4,4675 per student, K-12 receives $7,080, California State Universities receive $10,822, and University of California receives $25,554 per student. Recommendations include ensuring that the community colleges receive their full 11% allocation of Prop 98 funds. (NB)

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California Tomorrow

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Policy Report

"The High-Quality Learning Conditions Needed to Support Students of Color and Immigrants at California Community Colleges"

Testimony prepared for the California Joint Legislative Committee to Develop a Master Plan for Education— Kindergarten through University (Updated April 1, 2002)

California Tomorrow

Introduction

California Tomorrow, a non-profit research organization committed to supporting the development of a fair and inclusive multicultural society, embarked in January 2001 on a statewide exploratory research project to inform policy, stimulate dialogue and action, and provide information on the experiences of students of color, low income students and immigrants in the California Community College system, the barriers they encounter and the efforts of the system to respond to diversity[1].

Community colleges have been vehicles of learning, training and opportunity for low income and working people for decades – and the community colleges are the primary institution of higher education for communities of color in California (particularly African Americans, Latinos and Native Americans). Yet the community college system has not been adequately supported to fully build its capacity to address the needs of all its diverse students and as a result is not fulfilling the dream for many low-income, language and ethnic communities in the state.

The study, sample and methodology

The research was guided by three questions:

1. What are the experiences of Latino, African American, Asian, Native American, White and Immigrant students in the community college system, and what are the systemic barriers and supports they encounter in entering, transitioning through and completing their community college programs?

2. What strategies are being used for the recruitment, outreach, guidance and support of traditionally underrepresented students in community colleges related to the successful completion of vocational and academic courses, degrees and transfers – and what is the perceived effectiveness of these strategies?

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[1] Funding for this project was provided by the Ford Foundation, the John Randolph Haynes and Dora Haynes Foundation, the James Irvine Foundation, the Alfred P. Sloan Foundation, the University of California Office of the President, with in-kind support from the California Community Colleges Chancellor's Office.

3. What forms of professional development and support do faculty and staff need and find useful to help them respond more effectively to the needs of diverse students? What are some of the "best practices" in this area?

The research included a review of relevant literature and extensive field research at nine campuses across the state. A total of 363 students and 160 faculty and staff were interviewed for the qualitative component of the study. We also conducted a quantitative, longitudinal analysis of outcomes for a cohort of first-time students who first enrolled in 1993, with data provided by the state Community College Chancellor's Office (referred to as the 1993 cohort study) —a complete "Fact Sheet" including an analysis of outcomes by ethnicity, immigrant and part vs. full time status will be available in mid-April, 2002.

Since our study focused primarily on understanding the experiences of students of color and immigrants, we oversampled these groups; the student sample is 26% Latino, 20% African American, 10% Native American, 10% White, 23% Asian, and 38% immigrant. To address the policy concern with the transfer function, 56% were students who stated transfer as their goal. The nine campuses were chosen to be as representative as possible of the community college system – located in different geographic regions, reflecting urban, suburban and rural service areas, with a variety of student demographics (from majority White campuses to majority student-of-color campuses), and with variation in both campus size and mission emphasis.

The Vital Role of California's Community Colleges

California's Community Colleges are designed to fulfill the dream of open access to higher education, support for citizenship, and to open doors to new career opportunities through vocational training. One of the oldest systems in the country, California Community Colleges (CCC) serve approximately 1.58 million students on 108 campuses. Among all institutions of higher education, community colleges are best known for serving students in the communities in which they live and for striving to be responsive to the needs of their communities. In its role in vocational preparation and workforce development, the colleges provide essential training of the human infrastructure of the state – child care workers, police, firefighters, nurses, auto mechanics, etc. The system contributes not only to individual pathways to higher education, the workforce and citizenship, but to the economy and the quality of life in California. And the system strives to achieve all of this with the lowest per-pupil funding of all sectors of K-16 public education in California.

As the largest institution of higher education in the world, in a richly diverse state where youth of color now constitute a majority, the community college system has become the linchpin institution for opening access and supporting more equal participation for the emerging ethnic and racial majority in the economic, educational, social and political life of our state. Three-quarters of the students of color in California's public institutions of higher education attend the California Community Colleges; as the first point of entry into higher education, the community college experience can make or break these students' chances for successfully continuing in college and competing in the workforce. Yet the system is not fulfilling the dream or needs of many low-income, language and ethnic communities in the state.

Tremendous growth in enrollment is projected for each of the three public systems of higher education in California in the next five years, but the greatest number of new students – nearly 74% of the additional enrollment demand – will seek access to one of California's community colleges (California Postsecondary Education Commission). At the same time, the increased selectivity of the four-year colleges is adding pressure on the community colleges to produce more qualified transfer-ready students and to address the growing need for developmental (remedial) education.

These enrollment pressures are falling on a system that is already vastly underfunded and stretched to its limit, at a time when the state's budget is particularly crunched. While the colleges have been doing an incredible job with the limited resources they receive, it is extremely difficult, if not impossible, for an underfunded system to make change at the system level. As the Chancellor noted in a speech last fall, "the potential of the community colleges to address California's social and economic challenges is only partially realized, and cannot be increased unless the state significantly invests in it community colleges." However, the state continues to fund the community colleges at the lowest level per pupil, not only compared to other public sectors of higher education in California but compared to K-12 as well:

2001 Funding per pupil	
UC:	$25,554
CSU:	$10,822
K-12:	$7,080
CCC:	$4,675

At the policy level, most of the attention to community colleges focuses around the transfer function – an important function but not the only significant role the colleges play. The role of workforce development is also central to the success of many students of color and immigrants, and to the well being of the state overall, yet receives little policy attention. Likewise, the colleges' role in English as a Second Language (ESL) and basic skills education is key for students of color and immigrants yet little attention, and little funding, is provided in this area.

The community colleges have the potential to make an even greater difference for students of color, immigrants and low income populations – and that is the promise that brings so many of these students to their doors. It is time for renewed public reflection, policy attention and investment in the community college system to ensure the promise of open access to education and workforce preparation and to contribute towards a strengthened future as the nation's most diverse state.

Increasingly Diverse Students

The majority of students who enroll in a California institution of higher education do so in the community colleges, the primary institution of higher education for all ethnic groups in California. The groups that rely most heavily on the community colleges are Latinos, Native Americans and African Americans: of all first-time freshmen enrolled in any public sector of higher education in California, three-quarters of the students from these groups were enrolled in the community college sector – compared to 69% of White first-time college freshmen, 58% of Filipinos and 45% of Asian/Pacific Islanders (1999, California Community College Chancellor's Office (CCCCO)). At the same time, students of color now comprise the majority of the community college enrollment

(55% of those declaring an ethnicity in 2000) -- and more than half of the students of color are Latino. As enrollment in the colleges increases, the diversity of its student body will also increase, since youth of color now constitute a majority in California.

While the students are becoming increasingly diverse, the faculty and staff remain largely White and middle-class – 75% of the faculty were White in 1999 (CCCCO). Contrary to common belief, part-time faculty are less diverse than full-time faculty, perhaps due to more informal hiring practices – yet the pool of applicants for part-time positions is more diverse than the pool for full-time positions. Since part-time faculty often constitute a major portion of the full-time applicant pool, greater diversity in part-time hires could lead to more diverse full-time applicant pools.

As is true in most systems of higher education across the nation, diversifying the faculty and staff is a long-term proposition which faces many challenges, from finding candidates to eroding a status quo that continues to permit colleges and departments to "clone their own." Change is incremental — from 1984 to 1997, the percent of non-White community college faculty grew in California, but only by 6.6% (while the non-White student population grew by 12.6% at the same time). And in the post-Prop 209 era in California, with Affirmative Action coming increasingly under attack, there is a danger that efforts to diversify college faculty and staff may grind to a halt.

Inequitable Patterns of Degree and Certificate Attainment

The community colleges, serving a student body that most accurately reflects the diversity of California's adult population, continue to struggle with persistent indications of underachievement and gaps in the success rates of Whites and Asians compared to other ethnic groups, and between immigrants and non-immigrants in key areas. Community colleges often represent a "second chance" for students who were products of poor K-12 preparation, and as such can play a pivotal role in reversing or narrowing some of these persistent inequities in educational outcomes.

Transfer rates, and the rates for earning Associate degrees, are lowest for Latinos, African Americans and Native Americans – with the lowest rates for part-time students from these groups. Based on our 1993 cohort study, we found that within six years, of those who desired to transfer, only 17% of African Americans had done so, 18% of Native Americans and 18% of Latinos – compared to 40% of Asian students and 27% of White students. African Americans also earned Associate degrees and certificates at the lowest rates.

In the past decade, the community colleges have become more ethnically diverse, but greater gaps have developed for Latinos and African Americans. Comparing California postsecondary Education Commission (CPEC) enrollment and outcome data from 1989 and 1999, and comparing first time freshmen enrollment in 1996 to specific outcomes three years later, a picture emerges of increased representation of students of color, but greater gaps in outcomes. While Latino and African American student enrollment has increased numerically and proportionately in the community colleges over the past decade, they seem to be losing ground in the proportion of transfers to California State University (CSU) and particularly to the University of California (UC).

Immigrants overall remain largely invisible, since no data is collected on their numbers or outcomes. Our preliminary analysis of our 1993 cohort study did track outcomes over time for

immigrants. On one hand, most immigrants (except for Pacific Islanders) earned Associate degrees at higher rates than non-immigrants and many immigrant groups transferred at rates comparable to their non-immigrant peers or slightly better. However, Filipino, Latino, Southeast Asian and Asian Indian immigrants transferred at lower rates than non-immigrants from those groups.

High-quality Learning Conditions Needed at the Community Colleges

To prosper economically and socially, California needs to fully support high-quality learning conditions and opportunities at every level of education. Providing such opportunities involves providing additional resources, opportunities and support for those students who face additional challenges – particularly immigrants or children of immigrants, low-income students, historically underrepresented ethnic groups, and English language learners. Given that the community colleges serve these populations in greater proportion than any other system of higher education, the colleges themselves need to be funded at a much higher level to create the conditions needed for the success of all their students.

1. Better Mechanisms for Accessing Information and Counseling

Community colleges are large, complex institutions that are very different from K-12 schooling. Applying for admission, signing up for classes, figuring out what classes are appropriate and needed, finding out about support services – all of these require access to information. The majority of community college students are the first generation in their family to attend college – 60% of the students we interviewed. Thus, many do not have access to information and knowledge about higher education systems within their families or communities. Many enroll in college after attending high schools where expectations to further their education were low, counselors scarce, and where they received little if any information about pathways into and through higher education. Without the proper access to information and counseling, they can become lost in the system and increasingly frustrated in their attempts to fulfill their goals in a timely manner.

The search for information is a prominent feature of the community college experience. Whether or not a student manages to access information, and whether or not that information is timely or accurate, has a tremendous impact on success. Peer networks, the advice of teachers, the impressions of a neighbor or cousin, these are the avenues through which community college students attempt to glean the information they need. Sometimes these avenues are sufficient –often they are not. Often, faculty find themselves serving as key advisors about which courses students need to take to fulfill their goals – but faculty receive little support in providing such information or in linking students to resources.

For these reasons, formal counseling is viewed by students and faculty alike as essential. Counseling services were highly valued by the students we interviewed, and the majority (55%) had seen a general counselor, though often just once. White and Asian students were most likely to have seen a counselor (65-70%); Latinos and Native Americans were less likely to do so. Those who did see counselors looked to them for good information about the programs and courses to follow and for the most part, felt they received the information they needed. Faculty and staff we interviewed also stressed the value of effective counseling.

"I got a lot of help from one of the counselors. She was very helpful to me. She assisted me in registering for classes. She even got an exception for me since I was late in signing up. When I have any issues, I go to her now. I feel most comfortable with her, because she speaks Spanish. She was helpful to me in choosing classes too. I ran into her that day and she looked at my placement test scores and suggested the right courses. If I had not received her advice, I would have signed up for courses that I was not prepared for."
(Latina, 22 years old)

A major barrier to accessing counseling, cited by staff, counselors and students alike, is simply counselor workload. It can be hard for students to see a counselor – particularly given the pressured time limits on working students and the large counselor load. In a study conducted in the mid-1990s, the average counselor load was approximately 1200 students per counselor, although the variation was wide, ranging from 500 to one, to 5000 to one, depending on the college (California Community College Counseling Association). Thus long waits, difficulty in making appointments, and rushed conversations when a student does see a counselor are characteristic.

"I kind of think they actually should have more time to spend with students rather than just like half-an-hour or so. Because I made an appointment with one counselor and he was going over my plan for the rest of the year and he - it was cut short because he was like, "Oh, I'm out of time but make sure you make another appointment." . . . And when you come in the next time, he just refreshes you with what you guys talked about and by the time you start talking about something else, time's up."
(Asian male, 18 years old)

In the support program context (i.e. EOPS, CalWORKS, Puente), where counselors are assigned to a group of students with a more realistic ratio, almost all students speak positively and often passionately about their counselors, their supportive and caring attitudes, their help in navigating the system, and the quality of information they receive. For students who are not in support programs, however, the landscape looks quite different. While the information is helpful, few students speak of having ongoing relationships with the counselors—relationships that students need to succeed.

While counselors serve a key role in helping students access the information they need, many of the students interviewed identified counseling barriers. These students indicated that counselors were not available, did not listen well, or at times demonstrated negative attitudes towards them. Some students felt they were given inaccurate or conflicting information, or were placed in inappropriate classes. Immigrant students in particular spoke about wanting to talk with bilingual counselors, of which there were few, even for Spanish speaking students. Cultural misunderstandings were also noted. Students of color sometimes felt their counselors did not listen to their needs and some said they found it difficult to connect with a counselor because of cultural and language differences.

2. *Qualified Faculty with the Skills to Teach a Linguistically and Culturally Diverse Population*

Teaching is at the heart of the community college experience and faculty can be the greatest influence on students in college. When students we interviewed were asked to name the top two or three things that helped them to be successful, the most common response was "teachers." Overall, students we spoke with appreciated their teachers – half spoke about the value of faculty with supportive attitudes. This appreciation is both a response to the actual teaching approaches and to the attitudes teachers expressed towards them. But the power of faculty can go both ways – effective teachers with positive, validating attitudes to students are powerful supports, while teachers who demonstrate invalidating attitudes were the most frequently cited challenge to learning.

Characteristics of powerful instruction and effective faculty:

Most students we spoke with have experienced good teaching – and what they describe as good teaching is fairly consistent. Students say they learn best in classes where a variety of interactive teaching strategies are used, where multiple perspectives are encouraged, where faculty are passionate and knowledgeable about their subjects, where the course is made relevant and the teacher invites students to bring in their own views. Students feel that faculty who give specific, clear feedback on assignments and have effective strategies to check whether their students understand the concepts are the most powerful.

Students also indicated the type of instructional methodology played an important part in their success. Interactive teaching was cited by most students as the most essential aspect of a good class and was particularly valued by Latino, African American, Native American and White students. Hands-on approaches, varied activities, projects and group work were seen as helpful. Lecture was least favored by all ethnic groups except White students. However, reports on the kinds of teaching in the colleges indicate that most teaching – except in vocational or job-training areas —remains lecture/discussion oriented (Honored but Invisible, W. Norton Grubb and Associates, 1999, Routledge, NY). Students favored class experiences that brought the "curriculum to life" by connecting it to the students' lives or "real world" experiences– especially African American, Native American and Latino students. Like students, faculty stressed that students learn best from interactive approaches, where the content is connected to their experiences.

Students in our study said they learn best when:

- teachers use a variety of interactive, hands-on, and participatory teaching strategies
- multiple perspectives are encouraged
- faculty are passionate and knowledgeable about their subjects
- the course is made relevant and the teacher invites students to bring in their own views
- teachers give specific, clear feedback on assignments
- teachers have effective strategies to check whether their students understand the concepts
- faculty are accessible to students before, during and after class for questions
- faculty are caring, patient and supportive of students

"I learn by being in a group, so they put us in a group, and once we find out you know what to do, then he'll go to another group and work with you one on one. You're a group of four or five, but the teacher comes over and lets you know what ideas to come up with, helping maybe an individual who's stuck. So he walks around making sure the groups know what they're doing. That helps." (African American male, 22 years old)

The importance of faculty availability

Accessible faculty ranked high in the students' consideration of good teachers. Most students felt that having faculty available to them was a key to their success, especially for Latino and African American students – conversely, the lack of accessibility of faculty was noted as a major issue for some students. The faculty we interviewed were much less aware of the importance of faculty accessibility for students, though some did discuss the need for students to receive help from instructors outside of class time.

The ability of teachers to be available is largely a reflection of the structure of the teaching job. Community college faculty have a standard load of 15 teaching hours a week, five office hours, plus committee work and preparation time. This teaching load is approximately 25% higher than the national average (Chancellor's Office, "Funding Patterns in California Community Colleges," Nov. 1997). With the number of classes they teach (and therefore the number of students they have), five hours of office time is not sufficient. In addition, the system relies heavily on part-time faculty, who teach about 40% of the courses overall, and who are far less available to students because they are on campus only part time and do not have the office hours full-timers have; until only recently, part time faculty were not compensated for those office hours. There are indications that more campuses are moving towards even higher proportions of part-time faculty.

Part time faculty were originally used to staff the few sections that remained unstaffed after full time faculty assignments were made and overload requests had been met ("The Use of Part-Time Faculty in California Community Colleges: Issues and Impact," 1997, Academic Senate). After Proposition 13, however, and more recently as the state's economic climate has worsened, part time faculty (initially valued for the flexibility they provide in scheduling and their special expertise) began to have another appeal – they were cost efficient. Part time faculty receive approximately half the pay of full time faculty and typically receive no benefits. As colleges become more desperate to cut costs in the face of rising enrollments and flat or declining funding, when full time faculty retire, they are often replaced with part time faculty members. Several years ago, AB1725 mandated that community college districts work toward a goal of a minimum of 75% of all class hours taught by full time faculty. Almost no campuses have met this goal.

The enabling or devastating power of faculty attitudes and behavior

About half of the students interviewed in our study indicated that the attitude of faculty played a significant role in their ability to be successful and maintain interest in their classes. In general, supportive attitudes meant "caring," "personable" and patient teachers, who students felt were committed to their success. Faculty and staff we interviewed also stressed that caring relationships with their instructors and other staff on campus are essential to the success of many community college students. As one administrator said, "if you come to me and if I care, and I demonstrate

caring, I may not increase your intelligence or your skills, but my confidence in you, my taking away your right to fail, my willingness to work with you, time and time again, you hear people testify to it all the time. They tell you, 'I didn't think I could, but you trusted in me.'"

"Lack of support or that wrong experience from a teacher is enough to just say, 'I'm done.' They [students] may not have any other support. Respect your students. Respect them for being there. They want to learn. Remember that. Listen and give information."
(Latina, 35 years old)

"I thought I'd have to be a genius to transfer - I thought that it wouldn't happen for me. It would happen for somebody else but not for me. I wasn't smart enough to transfer to a four-year college or anything like that. I had very little self-esteem when I started here. I didn't even know how you would do it or how long it took. Until instructors started talking to me, you know, saying, 'later on you should start looking into a four-year university.' Is she really talking to me? I had no idea I had the potential."
(Latina, 42 years old)

On the other hand, invalidating faculty attitudes and behavior played a significant part in hampering the success of students, according to students and some faculty and staff. Usually students would say that only a few teachers treated students in disrespectful or invalidating ways, but those invalidating incidents so impacted the students that some became emotional when telling their stories. As one person said: "Not many teachers are like that, but it only takes a little poison to kill you." These invalidating attitudes and behaviors include being rude, or intimidating, invalidating, undermining, or embarrassing students in front of other students.

A greater proportion of students (about half overall) described their experiences with supportive faculty, but one third of students from all ethnic backgrounds also had encountered faculty with these kinds of invalidating attitudes and behavior. African American students were the most likely to say they encountered such behavior. In some cases, these invalidating faculty attitudes reflected racism, prejudice and stereotypes. The longer students had been enrolled, the more likely they were to describe encountering faculty with such invalidating behaviors – and the more likely they were to talk about the fabulous support of other faculty they had encountered. On balance, it seems that students encountered more supportive, effective teachers than not, though they were sometimes quite disturbed by the few invalidating faculty they did encounter and by the times when faculty did not address prejudice from students in their classes. It was not clear from our interviews what effective mechanisms administrators were using to reveal such invalidating behaviors and address them effectively, especially since few students seemed to report their experiences to any staff at the campus.

3. *Greater Financial Aid and Other Supports for Community College Students*

More than students in other sectors of higher education, community college students struggle mightily with juggling the burdens of work, family responsibilities and school. Thus most community college students attend part time to make ends meet – yet part time students succeed at dramatically lower rates. More than half of the students in our interview research worked in addition to attending school. Almost two out of five were responsible for children. We found that

the entwined issues of work, affordability, money and financial aid were high onthe list of major challenges for students in our interview study – yet students received little support in figuring out how to successfully balance work, family and school. The requirement of a full-time load (12 units) to receive full financial aid further compounds the problem for many students who need to work and receive financial aid to support themselves and their families. The impact of what many consider to be an unrealistic requirement of a full time load with insufficient financial aid is dropped courses, stopping out of school, and stress.

"You know having 5 kids, taking 7 units in class, and having to work, it is a challenge. You wake every single day thinking, how or where are you going to get the strength from to keep going, every single day."
(Mexican female, 25 years old, immigrant)

Financial support is crucial. Almost half of the students we interviewed received financial aid of some kind – and could not manage to attend school without it. The aid is, however, far from sufficient to solve the financial problems that plague many students. Almost one-quarter of the students in this research indicated that they did not receive enough financial aid or were not eligible for aid, or talked about the struggles of taking 12 units to qualify for full financial aid and still needing to work to make ends meet.

Many faculty and counselors understand these realities and do what they can to support students in being successful despite the competing and stressful demands on their lives – though, overall, faculty and staff we interviewed were less likely than students to focus on the challenges of students' need to work and inadequate financial aid. But when faculty and counselors do not display understanding and are not flexible, students can be devastated.

4. *Effective Learning Support*

Availability of basic skills courses

At the community college level, effective learning supports include having high-quality basic skills courses available for the many students who arrive with inadequate K-12 preparation in areas such as math and English. The majority of community college students enter with a need to further develop basic skills in English or math (estimated at about 60%). Often, these classes present a last chance for students to become "college ready" – to take the classes needed to transfer. As the UC and CSU systems continue to limit the amount of developmental education they offer their students, community colleges are being expected more and more to fulfill this mission, but they are not provided additional funding to do so.

There are indications that the developmental classes offered cannot meet the needs of students – in 2001, only 20% of students were enrolled in a basic skills class (CCCCO). Students of color are more likely to be enrolled in these classes – in 2001, almost a third of Latinos were enrolled in basic skills, just over 20% of African Americans and Native Americans and over a quarter of Asians, compared to 12% of White students. There also need to be effective "ladders" in place for students to transition to the next level of coursework in the sequence from basic skills to "collegiate" courses.

However, there is a climate at some campuses that is not favorable to increasing the amount of basic skills instruction. Faculty on some campuses talked about how their college "does not want to become a high school" by offering too much developmental education. Teaching basic skills courses is a lower-status job on some campuses, and students and instructors in those courses can be considered not part of the college community. One counseling director told us that the students with unmet needs were those with the lowest level of basic skills, who tended to be students of color – "we don't and we can't offer enough basic skills classes, unless you want to wipe out half of the transfer program, and we won't do that. Basic skills can overwhelm an institution." In the constrained funding reality of the colleges, this sense of forced choices ("either we provide this or we provide that") is common and works against the colleges' ability to fulfill all their valuable missions as effectively as they could.

Basic skills instruction is a vital part of what the community colleges offer, particularly in their ability to serve the needs of underprepared students. However, this mission of the colleges receives less policy attention, basic skills instruction has less status on the campuses, and students remain underserved in this area. Given the greater push for community colleges to be the main institution of higher education to provide these classes, much moreattention is needed in this area to ensure access and success for all students.

The need for supplemental academic support

Whether because of language barriers, insufficient educational background or difficulty in understanding a subject, many students spoke of the need for academic support beyond the classroom. Faculty and staff named inadequate K-12 preparation as a major challenge for many students. All campuses have one-on-one and drop-in tutoring centers and many offer guidance classes. Full-time faculty have office hours. A small number of students reported that these guidance classes, tutoring in general and the math and computer labs were making a big difference in their academic success. However, not all students appeared to know about the availability of such supports. Students who were aware of the services sometimes did not access them because of a number of barriers, such as finding the time to stay on campus, especially for part time students. However, when the additional support is structured into a class, through learning communities, integrated tutoring or in-class faculty and peer support, more students benefit from the support and more succeed.

About a third of the students in our sample received tutoring, the majority of them through special support programs that include tutoring among the comprehensive services. To a large degree, students who used tutoring felt it was helpful. Limited hours of some tutoring centers, and the inconsistent quality of tutoring was cited as a problem by students. The lack of bilingual tutors and a scarcity of tutors in subjects other than math and writing also requires attention.

Addressing the needs of immigrant students

Immigrants comprise approximately a quarter of the community college population, and have for at least a decade. These are students who were born in another country and are not international students on student visas. Despite their significant presence in the system, immigrant students'

unique needs remain relatively invisible and under-addressed. Over 130 immigrants were interviewed for our study, and approximately one third of them had been in the country five years or less. Some of the more newly arrived students were interviewed in their primary language (Spanish, Mandarin, Vietnamese or Cambodian). The issues they described include: the language barrier, access to ESL and lack of appropriate courses, and inadequate academic support.

The language barrier: The language barrier impacts success in many ways: students may have trouble understanding their teachers, and then drop the class or not do well in it; they may not get the counseling, orientation and information they need bilingually; and they are often less connected with non-immigrant students and their knowledge of how to get through the system; they may not have enough courses that match their level of English proficiency and so they take courses that are very hard for them; most services are provided only in English (such as tutoring, counseling, orientations, registering for classes, admissions applications, etc.).

"Our pronunciation teacher goes to fast. She speaks English perfectly and she thinks we do too. Most of us are very behind. She will ask us if we understood and we all say yes, even though we haven't gotten it. She is just too fast."
(Latina, 20 years old, immigrant)

Immigrants are not getting enough help with the language issue beyond English as a Second Language (ESL) classes, even though faculty and staff in our study named the language barrier as a central challenge for immigrants. According to the students we interviewed, there is simply not enough bilingual staff or information in primary languages to help them get the information they need – they end up relying on friends, ESL teachers, family members. They often do not know about the support programs that are available (like EOPS), or they may be in a program but only know about some of the kinds of support it offers because the information about the program is only in English.

Immigrant students often know the least about the system yet are perhaps the least well oriented– few campuses offer orientations in languages other than English. Phone registration systems are almost always in English and constitute a real challenge for newer immigrants who struggle both with the language and the unfamiliarity of registering by phone.

Lack of courses that meet their needs and limited access to ESL courses. Few campuses offer bilingual classes that would enable an immigrant to fill an academic schedule with academic courses. Few campuses provide language support that might enable immigrants to succeed in English taught academic classes. Yet, eligibility for support programs and for transfer are linked to how many units a student takes and how efficiently they complete the program. Placement can also be a problem. Counselors often do not understand levels of English fluency (how oral and written proficiencies may vary for the same student) and many ESL students speak of being placed in classes which are either too high or too low for them, which leads to wasting time and academic failure.

English as a Second Language courses are an important offering of the community colleges. In many areas, however, there are long waiting lists to enroll in the classes because not enough are offered. Some campuses do not offer the introductory, basic levels of ESL at the credit level,

providing those either in a non-credit program or expecting students to take them in adult school. But every transition between institutions increases the difficulty of reaching the next level. ESL non-credit courses are funded at a much lower level than credit courses, and as a result they operate with much larger class sizes, which affects their quality and makes them difficult to staff.

Inadequate academic support. Overall, staff and faculty seem to have little awareness of what immigrant students need beyond ESL classes – and little support is provided beyond ESL and non-credit citizenship programs. There seems to be little awareness of how long it takes to learn English at an academic level (6-7 years). Since immigrants are not tracked by the state, few campuses have a clear picture of how many immigrant students they serve and what their success rates are. Also there is little awareness of the vast array of skills many adult immigrants bring – some are already doctors, teachers, lawyers, nurses, in their own countries, but are treated as knowing little because they speak accented English.

5. *Welcoming, Supportive Campus Atmospheres for Immigrants and Students of Color*

Without a doubt, many community college students find a very supportive atmosphere on their campuses – and some come to discover the joys of learning for the first time in their lives. We spoke with many students who had transformed themselves with the help of what the community colleges have to offer.

"I used hate school, when I was young. Now, I have a 4.0. I am on the Dean's List. I love school now. And, it is all due to the teachers and counselors at this school."
(Native American male, 55 years old)

Yet community colleges are like every other institution in this society. Lower expectations of students of color, low income students and immigrants, prejudice, stereotypes and racism exist. One of the barriers identified by of students of color and immigrants in this study involved encounters with the invalidating attitudes and behavior of counselors, teachers and staff: disrespect, racism, negative stereotypes, rudeness, picking on or embarrassing students in class. Though many felt they were "treated fairly" in general, students of color and immigrants also described experiences of racism on campus, from teachers, counselors and fellow students – usually in the form of subtle exclusion and bias, such as being stereotyped, facing lower expectations, being disrespected, or teachers not intervening when racist comments were made.

Some faculty and staff also named racism or bias against students or color and immigrants as one of the challenges these students face on campus. One faculty member told us, "in some divisions and departments, there is the sense that certain students of color, particularly African American and Latino students, can't do the math or science. There are faculty who really believe that they don't do it. And they are surprised, I've heard this expressed publicly – 'I was surprised that they could do as well as normal students, regular students, real students' — meaning White or Asian students. Though it's only some individuals who say it."

These invalidating attitudes and behaviors can be deeply undermining to students. Some students dropped out of classes or seriously considered dropping out of college, due to the negative behavior of faculty or staff.

"One of my math teachers, she was like, why didn't I get it . . . she was like, 'you look like the kind of person that should get this.' It made me feel like I didn't want to talk to her anymore"
(Asian female, 20 years old)

"You can get shot down. Oh, yeah. You can get shot down and made to feel just very small. But you have to know that this ain't personal. You know. Straight up - I'm a Black man. It's completely different for us."
(African American male, 38 years old)

African Americans were more likely than others to encounter racist incidents on campus, although Asian, Latino and multiracial students did as well. Students of color expressed distress when faculty avoided challenging other students who made racial slurs or negative comments. In particular, students were surprised and disappointed when faculty or staff did not intervene.

The more recently arrived immigrants we interviewed often spoke about facing an unwelcoming atmosphere. English language learner students spoke of feeling isolated socially, unwelcomed by fellow students and sometimes by their non-ESL teachers, and unable to connect with American students. Overall, immigrants appeared to be a fairly invisible group — they often felt that staff and faculty did not understand their specific issues. They seemed to be isolated on campus, especially if enrolled in an ESL program. Campuses had few structured ways to help immigrants interact with native speakers or to become part of the campus life. Also, immigrants encountered anti-immigrant sentiments at times. A common view held by other students and faculty and counselors alike is that immigrants ought to first "learn the language" before taking on serious content-level work – yet immigrants are trying to learn the language at the same time that they are trying to progress towards their goals. Few have the "luxury" of just learning English before getting a certificate or working towards transfer. This means both that newer immigrants may try to take courses they are not ready for, and that the institution provides few "bridges," courses or programs that help them progress on their goals and English at the same time.

In contrast, some students did cite examples of faculty initiating cultural awareness exercises in their classes, speaking up about prejudice, and teaching about other cultures. And when that occurred, students reported excitement about those classes.

"Working with her, she embraces differences and she brings them up, you know, where an African American would do this or a Hispanic would do that or a Laotian would do this [raising children] and it's not that she sees — I don't know, in some classes they kind of see everybody as one race, you know what I mean? Like everybody's the same color no matter what they are, and in working with some teachers like her, there are different colors and there are different cultures and they're all good but she embraces the diversity, so I thought that was neat."
(Latina, 29 years old)

6. The Importance of Targeted Resources and Support Programs

The most effective models of support incorporate supplemental instruction into an overall plan of instruction, and not simply as additional tutoring outside the classroom. Learning communities have been created at a number of the colleges in our study and demonstrate real success; they are particularly effective when the learning communities include a counseling component and involve basic skills and ESL courses. Learning communities also seem to function as professional development, as the team teachers involved learn from each other and from their students.

We also want to stress the important role that support programs play, particularly for first-generation, low-income and immigrant students. Students told us that counseling makes a difference. Access to good information makes a difference. Good tutoring and academic support make a difference. Encouragement and the understanding about students' cultural and life experiences make a difference. But there are barriers to accessing each of those supports, and very few students are able to access all of them – unless they are in one of the college's comprehensive support programs.

Programs such as the Extended Opportunity Programs and Services program (EOPS), the Puente Project, and CalWORKS serve a relatively small proportion of students in the colleges – but can make, and are making, a big impact. Results of our 1993 cohort study indicate that students who participated in EOPS were 6% more likely to transfer and twice as likely to earn Associate degrees and certificates than students who were not in EOPS and did not receive financial aid. Immigrant students, who were more likely to be part of EOPS, also gained more from their participation, transferring, earning Associate degrees and certificates at higher rates than non-immigrants. Puente students also consistently demonstrate higher course retention and transfer rates than similar students not enrolled in that program. Yet the most extensive program, EOPS, served only 3.4% of the state's community college students in 2000-2001 (94,827 students), Puente reaches only 5000 students at 45 campuses, and CalWORKS in 2000-2001 served 47,000 students (1.7%), representing 12% of the state's CalWORKS population.

About half of the students interviewed for this study were part of a support program (EOPS, CalWORKS, Puente, etc.). Primarily, these were African American and Latino students, many of whom claimed they "would not have made it" without the support of the program. Support programs were highly valued by students due to personalized and intensive tutoring, the support of their peers in the program, and the extra financial help such as grants, child care, book and transportation vouchers.

"All the programs they offer are valuable – if they're gonna take money away from somewhere, not the programs. We definitely need it. The students really need it, they rely on it - it's just so important to have programs like this. And I know that the teachers and administrators see this I just hope it never gets to the point where they take away these programs. It's more than the money that they offer, it's all the guidance, the counseling, everything goes hand in hand. I'd like to know when I leave here and other freshmen start, that they can pretty much fall back on these programs. Then they'll definitely stay here and do good, too."
(Latina, 37 years old)

Students strongly praised their support program staff. Such programs tend to be staffed by individuals with whom students can identify – either because they share a language, ethnicity and culture, or are simply because they are people with whom they can establish rapport and an on-going relationship. Since counselors in the support programs have smaller caseloads, students meet more often with them and develop stronger relationships. The counselor is more able to monitor course selections related to a students' goals, and know when academic or other support may be needed. Personal development workshops and more in-depth first year orientation and bridging programs were also noted as key to success by students in these programs.

Across the nine campuses included in this study, students made almost no negative comments about these comprehensive support programs. Their only concerns were related to program eligibility requirements –e.g., students who do not qualify due to number of units they have or income requirements. CalWORKS' two year timeline and focus on short-term vocational certificate often did not match the educational aspirations of the students enrolled in that program. Faculty and staff we interviewed also stressed the value of programs, particularly EOPS, Puente and campus-specific programs designed to meet the needs of their students.

Faculty and staff described effective support programs as having the following elements: comprehensiveness (providing many kinds of support); regular counseling and close relationships with program staff; extra financial support (i.e. book grants, child care support, etc.), being part of a cohort of peers; being part of a program tailored to specific students' needs (i.e. Puente with its Latino-centric curriculum).

Yet despite their evident success (demonstrated through student satisfaction, staff/faculty assessment, and improved outcomes for Puente and EOPS students), there are challenges for these programs. They are limited from including more students because of insufficient funding. On many campuses, the programs are running at capacity. They are often not fully staffed, or are staffed with part-time positions, which makes it hard to maintain staff stability. Puente is successful in part because it is culturally and ethnically specific to the needs of Latino students (though open to all students). But other under-represented groups could also benefit from programs specific to their needs — in particular, immigrant students, Native American students, African American students and Asians. Furthermore, Puente is focused on transfer, and there are few parallel programs to support students in succeeding in the vocational programs.

7. Faculty Diversity and Sensitivity is Important

The Value of a Diverse Faculty

Having a diverse faculty benefits students of all backgrounds, through exposure to different ideas, experiences and worldviews. Overall, 72% percent of the students we asked felt that diverse faculty was a benefit to them – and while students of color found faculty diversity the most beneficial, the majority of White students also felt they benefited from exposure to diverse teachers. Overall, 87% of Native Americans, 90% of Asians, 81% of African Americans and 72% of Latinos spoke of the benefits of faculty diversity, compared to 64% of Whites. Students of color talked about benefiting from having faculty from their background as role models, or simply as people they felt more comfortable approaching and connecting with. Faculty and staff of color, as well as those from

immigrant or low-income backgrounds, also spoke about how students with similar backgrounds sought them out and seemed to connect with them. Such connections with faculty and staff are a key element of student retention and success. At the same time, we spoke we many students of color who never had a faculty member from their own ethnic background.

"I think that for African Americans and Latinos, when you have a Latino professor or African American professor it's kind of like, I guess they are more motivated, they socialize with them more."
(Latino, 21 years old)

"It's important to have people from all over because this is a diverse world so you have to learn how to deal with everything. Some people just get brought up in these little White neighborhoods that are just totally one. You've got to go see what the world is—that people are people, that's for sure."
(White male, 31 years old)

Many administrators and staff in our study also felt that it is important to have a staff that reflects the communities that the college serves, and see an opportunity in the retirement of many faculty over the next five to ten years to create a more diverse faculty. Instructional faculty continue to be less diverse than those who work in student support services – and academic areas like English and math tend to be more heavily staffed by White faculty. However, we heard about many barriers to diversifying the faculty, from knowing how to find candidates to some departments' tendency to "clone their own" – interviewing and hiring candidates that reflect their own ethnicity and class background. Administrators who wanted to diversify did not often feel that they knew about or could implement effective strategies for building a more diverse faculty.

The Importance of Effective Diversity-Oriented Professional Development

Whatever the diversity of the faculty and staff, all need to have the skills to work with diverse students – and for those separated from students by differences in race, language, culture and income, these skills need to be consciously developed. Community college faculty are hired mainly for their expertise in a content area, and may not receive any teacher training before they are hired. Some have taken courses in cross-cultural communication as part of their Master's degrees, but for many, learning to teach the very diverse students at the community colleges comes through experience, trial and error. Given current barriers to diversifying the faculty, training is a key opportunity to help develop teachers who are more responsive and effective with the students they teach.

As noted earlier, about a third of the students we interviewed had encounters with a faculty member who treated students disrespectfully – embarrassing them in class, belittling them, being rude, etc. While this behavior could be an unintentional effect of cross-cultural misunderstandings and lack of awareness of students' experiences, these interactions can have debilitating effects on students. This is a compelling reason to develop more effective training and support for faculty and staff working with diverse students.

Professional development related to diversity occurs on most campuses. In our statewide survey of staff responsible for coordinating professional development, questions were asked about the extent, nature and quality of such training. Almost all of the 30 campuses that responded (93%) indicated that their campus had sponsored professional development or facilitation on issues related to ethnic/racial and linguistic diversity in the past five years. Only 7%, however, had sponsored professional development related to working with immigrant and ESL students.

Once hired, faculty will find opportunities for professional development on diversity issues, usually through speakers, workshops and conferences (almost half of the faculty we interviewed said such training was available). Most of the faculty we interviewed (about 60%) felt they had had some training, either in their Master's programs or through workshops on campus, but that this "training" focused at the level of raising awareness and was not in-depth, ongoing or specific enough to impact classroom practice. Only 26% of the faculty we talked to felt that the training they had on diversity had impacted their teaching, compared to 40% who felt it had raised their awareness. Another 13% felt that such training had no effect. In general, not much training seems to be directly related to classroom teaching (whether focused on diversity or not) and very little focuses on meeting the needs of immigrants or English language learners.

Clearly, some faculty and staff do pursue in-depth training on working with diverse students, and some work hard to learn from the students themselves what works best – but this is entirely voluntary. Generally, those who attend diversity-oriented professional development workshops view them positively. However, as many faculty and staff noted in interviews, diversity training is often "preaching to the choir" – and those who most need the training often do not go, since training is not mandatory. Some faculty and administrators also want more opportunities to talk about classroom issues with their colleagues, including issues around diversity and tensions that may come up in class, but such activities are not structured into the professional life of a faculty member.

About half of the faculty we interviewed had an interest in more diversity training, especially if that training were to focus on what works in classrooms with diverse students. About a third of administrators we interviewed wished that more diversity training was available for their faculty. But overall, many faculty had been teaching diverse students for a while and did not see major reasons to change their instructional approaches. If they are not facing a sudden influx of a new population or shrinking enrollments, they do not perceive a "crisis" that would necessitate change. The professional development available has mostly not been powerful enough to compel and enable faculty to change, either.

Those who responded to our statewide survey identified barriers they face in accessing the kind of strong, ongoing professional development they feel is needed to make a difference. Fifty-seven percent of them named the problem of generating interest and incentives for people to participate in "diversity trainings." Almost half found it difficult to find "good people" to provide such professional development/facilitation or to create time and schedule the training. Less than a third (23%) indicated that a lack of leadership support was the main barrier.

"We need a lot more training in the diversity area. By that I mean in the curriculum and how we are presenting and how we are teaching the students. I would like to see us do more training around what's happening in the classroom." (Latina administrator)

Highlights of Promising Practices

Based on our interviews with faculty, staff and students at the nine campuses we visited, we have compiled a list of the "promising practices" at these campuses that are geared towards improving the experiences and success rates of low income students, students of color and immigrants. Clearly, there are exciting promising practices at other campuses as well.

1. Campus-wide student equity initiative:
One campus has an explicit goal in the campus educational master plan to improve the success rate of all ethnic, gender and disability groups so that there is no more than 5% variance between groups by 2005. This initiative includes:

- College-wide standards and measures for success (75% for developmental, transfer and vocational courses);
- Division and departmental plans to achieve student equity;
- An Equity Collaboration Team to help departments create effective plans;
- A Multicultural Curriculum Specialist to help divisions infuse multiculturalism;
- A Diversity Coordinator to focus on staff development, hiring processes, multicultural curriculum, and student equity overall.

2. Instructional practices:

- Developing Learning Communities:
  Linked courses that are interdisciplinary, team taught, with a counseling component, incorporating peer support, increased teacher and counselor contacts; often used with basic skills, vocational and ESL courses
- Connecting the culture and experiences of students to the curriculum:
  Puente is founded on this approach, but teachers across the curriculum – mostly in the humanities and early childhood education – are incorporating multicultural content and devising ways for students to share and learn from each other's backgrounds
- Building a community within a single course: Faculty who take time at the beginning of a course to learn about their students, and facilitate the building of teacher-student and student-student relationships within the class.
- Structuring additional instructional support into class:
  A math basic skills distance education course which involves "extra nurturing" by the teacher with tutors available 8 am to 9 p.m.; 70% success rate, twice the overall department's rate

3. Immigrant support:

- Orientations provided in primary languages
- Phone registration support (explanations of procedures) in other languages
- Orientation booklet in main languages of campus
- Hiring bilingual staff, especially in front desk areas, in support programs and counseling
- Language Lab for ESL students
- A matrix that helps admissions officers and residency specialists determine immigrant students' residency status for admission, fees and aid

4. Counseling and advisement

- Faculty, especially those in vocational and ESL areas, who counsel students informally, helping connect them with services, choose appropriate courses for their program and, in some cases, make career connections
- Counselors and support program staff who "go the extra mile," helping students with personal and social issues, using their network of relationships to help students navigate the system, find housing or jobs, or get into good classes
- Group counseling for first-year students

5. Tailored and culturally-specific support programs:
While open to all, these programs use materials and approaches geared to the needs of underrepresented students – either a specific group or for first-generation college students.

- The Puente Project (with a Latino-centric curriculum) and African-American-centric programs at specific colleges.
- Programs designed for first generation and underrepresented students at specific colleges.

6. Tailored, effective outreach to students and their families:
Taking steps to ensure that underrepresented students have access to the information they need and to connect the campus with the diverse communities it serves:

Transfer centers:

- Sending a newsletter every semester to underrepresented students (students of color, disabled students, first-generation students, etc.) listing all of the services, resources and activities related to transfer
- Developing a database of first-year students with a transfer goal from historically underrepresented groups, then inviting them to a lunch and following up with phone calls for those who attend
- Hosting an event for students to bring families, open to all students, and done bilingually — with inclusive outreach to Latino and African American students

Support programs:

- Outreach to include families and invite them to campus events geared for them; evening and weekend outreach in the community
- Conferences or workshops in Spanish, so parents of students enrolled can learn more about the college and the program

7. Professional development on diversity:

- Bringing in experts for intensive diversity training for a campus or district
- Faculty discussing classroom issues and tensions related to teaching diverse students
- College council (campus leadership group) choosing to focus on diversity for the year, to look at where the gaps are and what to change to improve retention and success
- Speakers series focused on diversity: During the lunch hour, regularly having speakers on diversity as well as performers or storytellers from different cultures, free and open to everyone

8. Promoting equal opportunity in hiring

- Leadership from the top (campus and/or district level) that supports an explicit goal of ensuring equal opportunity, which has resulted in more diverse faculty and staff over time
- Recruiting candidates from other states, such as Texas, and inclusive outreach efforts (including to ethnic publications) to ensure equal opportunity
- Equal Opportunity training for hiring committees and revising hiring policies to ensure that recruitment efforts are broadly inclusive

Conclusion and Recommendations

The community college system in California represents the promise of open access to an education leading to vocational and workforce preparation, transfer and access to higher education, and citizenship preparation. It is a system with a student population unlike any other. The majority are students of color and immigrants, most are low-income. They are older, most of them having to work as well as attend school, many of them parents, and most have to overcome the inequities of a K-12 system that disproportionately failed to provide them with opportunities. Yet the student population in the community colleges is wonderfully hopeful and excited about learning and the majority of faculty and staff in the colleges are working hard to meet their needs.

Yet as a system, the community colleges are largely unprepared to fully meet the needs of the many diverse students they serve. The community colleges are the least resourced system of higher education in the state, funded at levels far below the national average for community colleges, attempting to serve the least prepared students who are facing the greatest stresses and challenges.

As our study illustrates, low income students, students of color and immigrant face a number of challenges – the combined pressures of family, work, economics and inadequate or inaccessible financial aid; difficulty accessing counseling and the information they need to succeed; faculty who have not always had the training they need to work effectively with diverse students – and, if their instructors teach part time, faculty who do not have the time or space students need to meet outside of class; campuses that sometimes feel unwelcoming for students of color or immigrants. Immigrant students also struggle with the language barrier, in a system that does little to support their unique needs beyond offering ESL courses. Our study also shows that promising practices and effective investments in the system – through counseling, support programs, well-trained, diverse and sensitive faculty – exist and they do make a difference. But much more needs to be done to create the high-quality learning conditions that all of the state's community college students deserve and need to succeed.

There is much to be done to build the capacity to respond more effectively– and high stakes if we do not, high stakes for the future of California as a diverse state, facing potentially greater and greater inequities. There is also tremendous pay-off if we commit to meeting the challenge— in the energy, skills and perspectives to fuel the economic life of the state, in the strength of a democratic political life with fuller participation from all of its communities, in the quality of cultural life, and in the strength of our social fabric. It is time to invest in the high-quality conditions for learning,

the expansion of support programs, faculty development and bottom-line basic funding that is needed to fulfill the promise of what the community colleges can be for the nation's first "no ethnic majority" state. It is time to invest in the community colleges. The costs of continuing to defer this investment are enormous.

The following recommendations focus on the areas that we feel, based on our research, need the most investment to create the high-quality learning conditions that will support students seeking to transfer, earn degrees, update their skills, and contribute to a stronger, more educated workforce.

Recommendations

1. **Ensure sufficient funding for the community college system to enable it to address the equity, educational opportunity and access issues.**

   Currently, the community colleges budget is about $4.6 billion. Funding is insufficient to support the increased level of student enrollment resulting from the shifting demographics in California, to ensure high program standards and to guarantee universal access. The colleges are funded at approximately $4,600 per full time equivalent student, while the national average is about $6,200. This has resulted in the raising of fees, constriction of course offerings, deferral of maintenance, postponement of infrastructure investment, and contraction of student services. It has also been made possible by larger class sizes (community college classes in California exceed the national average by about 10 students per class) as well as by the harder work of community college faculty in California who teach on average some 25% more than the national average ("The Future of the Community College: A Faculty Perspective," 1998, Academic Senate). The underinvestment in the community colleges as the primary institution of higher education for low income students, students of color and immigrants in California perpetuates and will exacerbate inequities in the state with devastating impacts for decades to come. We recommend reinvestment in the community colleges to bring the funding closer to the national average. A strong start in this direction would involve ensuring that the community colleges receive their full 11% allocation of Prop 98 funds.

2. **Ensure adequate support programs and services such that students of color, immigrants and low income students can participate and succeed in community college education.**

   California has strong models of comprehensive support programs (i.e. EOPS, CalWORKS, Puente). These must be not only maintained, but also expanded to increase the number of students who benefit. In the funding climate the colleges operate in now, effective programs such as Puente are often described as "too expensive" to replicate or take to scale. Yet such programs are demonstrated to be effective in recruitment, retention and successful completion. We recommend:
   - Maintaining categorical funding for these programs
   - Expanding the level of funding to increase enrollment
   - Funding pilot and demonstration efforts to develop comprehensive support programs designed around the needs of immigrant students, African American students, Asian students and Native American students.

- Expanding the book grant program to allow all students receiving Board of Governors waivers to participate.

3. **Ensure the continuation of counseling services and direct student services by adequate funding — and by monitoring funding formulas and budget cuts to avoid inadvertently creating disincentives to provide such services.**

4. **Increase the number of counselors to reduce counselor/student ratios, especially in districts and colleges with extremely high ratios.**

5. **Advocate for reducing the number of units required to receive full Pell financial aid to 9 (3 classes instead of the full time load of 4) and calculate financial aid grants based on the actual cost of living in an area.**

6. **Create and fund an initiative to develop faculty and staff with the skills and understanding needed to be effective in a diverse state. Such an initiative would include:**

   - Establishing a professional process for the development of standards for cultural competency that can be used by the field for hiring and tenure review.
   - Instituting widescale, intensive professional development efforts (summer institutes, coaching cadres, etc.) focused on issues of diversity, cultural competency, language acquisition and the needs of immigrants, and infusing multicultural perspectives into the curriculum.
   - Recommending that all faculty demonstrate skills in cultural competency and establishing a professional process to develop cultural responsiveness training, which can become a desirable qualification for hire.
   - Creating a clearinghouse and centralized resource/referral service in the state on professional development resources, materials and models related to culturally responsive teaching and addressing language barriers.
   - Ensuring that campus instructional centers and the new community college leadership center include intensive strands that focus on effectively teaching students of color and immigrants.
   - Providing structural invitations and incentives for faculty to participate in diversity-focused professional development.

7. **Ensure that all faculty, part time and full time, are compensated for the valuable work of advising, referring and assisting students one-on-one, as well as for participating in professional development. This includes funding office hours and professional development for part time faculty, developing ways for all faculty to understand campus services so they can refer students effectively, supporting faculty advising within departments, and working to have a greater proportion of full-time faculty.**

8. **Recommit to the historic mission and promise of the community colleges – open access for all and multiple purposes**

The community colleges should maintain their multiple focus on transfer and access to higher education, workforce and vocational preparation, citizenship and English as a Second Language, and ongoing learning – valuing all of those aspects of the program.

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