DOCUMENT RESUME

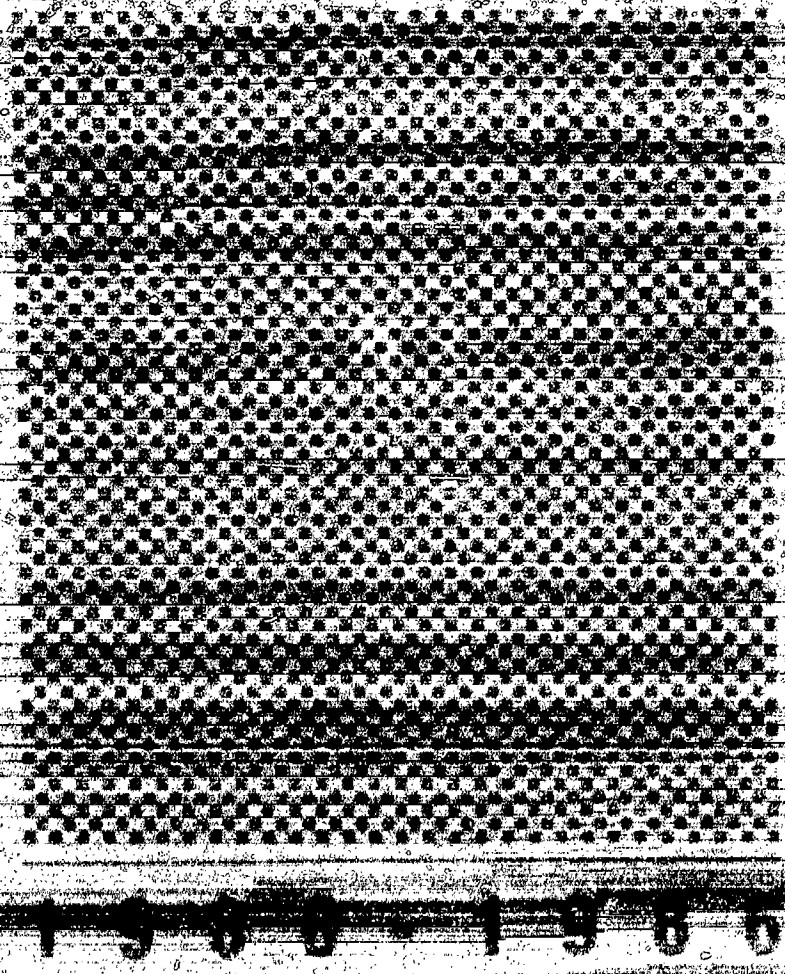
ED 348 921 HE 025 758

AUTHOR	Rabitoy, Neil
TITLE	Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.
INSTITUTION	California State Univ., Long Beach. Office of the Chancellor.
PUB DATE	Aug 88
NOTE	66p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Original printed on colored stock which may affect reproducibility.
AVAILABLE FROM	California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 ($11).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Attitudes; *College Instruction; Comparative Analysis; Educational Quality; Excellence in Education; Higher Education; *Instructional Improvement; *Performance Factors; Persistence; *Program Effectiveness; Program Evaluation; *Program Improvement; Questionnaires; State Universities; Surveys; Teacher Attitudes
IDENTIFIERS	California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

ABSTRACT

This report examines the long-term impact of Academic Program Improvement (API) grants made from 1980 to 1986 at the California State University (CSU), by assessing the factors that contributed to or inhibited permanent adoption of successful innovations. Questionnaires from and interviews with project directors and administrators associated with funded projects served as data sources. Findings showed that projects which have had the greatest persistence were those with strong, aggressive faculty leadership and committed administrative support. These projects also involved activities which were compatible with established campus goals and were perceived by the campus faculty as obviously beneficial. Faculty apathy or opposition, low-level leadership, lack of persistence, and expense all contributed to project failure. The results revealed a need to address ways of reducing the gap between project success and persistence and ways of improving project dissemination efforts. The length of API funding did not appear to be an important factor in project persistence. Overall, it was determined that 56% of the projects persisted and did contribute to enhancing the instructional effectiveness at CSU. Appendices, which comprise the bulk of the report, include data on API grant activity and background data. (GLR)

PERSISTENCE & IMPACT



An Analysis of Academic Program Improvement Project Activity

CSU Institute for Teaching and Learning
and
ERIC Clearinghouse on Higher Education

The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

All CSU/ITL ERIC RIE citations are tagged with the following identifiers appearing in the IDEN:Field:

- College Teaching and Learning Collection; and
- California State University for Teaching and Learning.

All CSU/ITL citations carry the following statement in the Note Field:

> This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity 1980-1986

By:

Neil Rabitoy
Department of History
California State University, Los Angeles

AUGUST 1988

Published by:

Academic Program Improvement
Office of the Chancellor
The California State University
400 Golden Shore
Long Beach, California 90802-4275

Foreword

The report that follows is an important contribution to our understanding of the diffusion of innovations in higher education. Commissioned in 1987, this study examines the long-term impact of Academic Program Improvement grants made during the period from 1980 to 1986.

Professor Rabitoy has looked beyond the internal success of the 70 pilot projects funded during those years to examine the factors that contribute to or inhibit permanent adoption of successful innovations. His report calls attention to the importance of faculty leadership, administrative support, external and internal funding, and other influences on the process of academic program improvement in The California State University.

We are grateful to the API project directors and campus administrators who have given so much of their time to API pilot projects. Their cooperation and participation in this study have allowed us to see new pathways to improving teaching and learning in higher education for California.

Frank Young, Associate Dean
Academic Affairs, Plans and Programs

Helen Roberts, Associate Dean
Institute for Teaching and Learning

TABLE OF CONTENTS

Executive Summary

Academic Program Improvement (API) grants have had a broad and important impact in the CSU. They have resulted in significant curricular reform on several campuses and, in many cases, have provided faculty with fresh opportunities for professional growth. By extension, thousands of students, both in the CSU and in elementary and secondary schools, have benefited from the curricular changes and the improved services provided to them.

During the fall of 1987 a questionnaire was sent to the project director(s) of every grant funded by Academic Program Improvement during the period 1980/81 to 1985/86. A similar questionnaire was sent to a campus administrator familiar with each project. In addition, fifty-one interviews were conducted with project directors and administrators associated with certain groups of grants. The purpose of the questionnaires and interviews was to obtain information on the impact of API grants, and, in particular, the long-term persistence of innovations resulting from grant activities and the factors which may have influenced that persistence.

A very high percentage of the projects were a success. Though the level of success has varied greatly, approximately ninety percent achieved all or most of their goals during the project year and have had at least some impact on the campus. But success did not always result in persistence. About twenty-eight percent of the projects have continued on the campuses as implemented. An equal number have persisted in part. The balance of forty-four percent, some of which were undoubtedly successful during the project year, have persisted largely in terms of incidental activities or lingering influence.

Those projects which have enjoyed the greatest persistence appear to have benefited from strong, aggressive faculty leadership and committed administrative support. They also involved activities which were compatible with established campus goals and were perceived by the campus faculty as obviously beneficial. On the other hand, those projects which have resulted in relatively little persistence do not seem, in general, to have had strong administrative support and, in at least several cases, have lacked aggressive leadership. At least partly as a result of this, the projects were not always successful in overcoming the apathy, and occasionally the opposition, of faculty. Several of these low-persistence projects involved activities which were also inherently expensive and, therefore, it was probably unrealistic to ever anticipate that campuses would be able to continue funding them.

The data obtained in the interviews with those associated with three specific groups of projects—Basic Skills, Teacher Preparation, and The Academic Preparation of Entering Students—plus their questionnaire responses indicate that the pattern of persistence has varied with each group. This variation in persistence level by programmatic area provided information which reinforced the general conclusions on persistence factors described above.

The findings of this study point to several areas for further consideration by Academic Program Improvement leadership. API should investigate ways of reducing the gap between project success and persistence, though undoubtedly the former will always prove to be a more readily attained goal than the latter. API should also identify means by which project dissemination efforts could be improved. The data seem to indicate that the dissemination of project results by the project directors has been haphazard and that the intercampus projects, the persistence of which is comparable to that of all other projects, frequently functioned as much as independent and unique efforts as they did as replication projects. The evidence, however, does indicate that these projects are cost effective, which, if true, is a strong incentive for trying to enhance their level of persistence.

It does not seem that the length of API funding has been an important factor in project persistence. API should therefore also give some consideration to revising its criteria for second year funding so that factors which enhance the possibility of project persistence and dissemination are given

a higher priority than they perhaps have been. It is clear from the data that success by itself is not enough to ensure long-term project impact or persistence.

Yet, even though efforts should be made to improve the persistence of API projects and the dissemination of their results, it is also true that approximately fifty-six percent of the projects have persisted in whole or in significant part and that these activities have served in important ways to enhance the quality of instruction within the CSU. Both faculty and campuses have gained national recognition as a result of API grants. Even several projects whose activities have not been institutionalized have resulted in a heightened campus awareness of academic problems and, in a few cases, have formed the foundation upon which further and more persistent changes were eventually introduced.

It is impossible, at least with the methodology employed in this survey, to objectively measure the total impact of API's grant activities during the survey period. But without a doubt the API grant program has had a highly positive impact on the curricula, faculty, and students of the CSU campuses.

Introduction

Since 1972-73 Academic Program Improvement (API)[1] has funded a competitive grant program to support CSU campus projects designed to test and implement new approaches to instruction. API conducted a survey in 1980 of all projects funded during the period 1972-79.[2] No comprehensive survey of API grant activity has been conducted since that date.[3]

The present survey examines all API projects funded during the period 1980-81 to 1985-86. The primary focus is on project persistence. Each project was evaluated by API during the year it was funded. These evaluations are a measure of a project's success in meeting its goals during that year but provide, at best, only estimates of a project's potential for persistence on a campus or dissemination to other campuses in the system. This survey fills that gap. It examines the extent to which the project activities funded during the five-year period have continued or been institutionalized by the campuses.

It is also an attempt to analyze why, or why not, projects persist. It seeks to provide a better understanding of those conditions associated with projects — their "institutional setting" — which foster or hinder persistence. The survey does not compare the history of API project persistence or success by campus but rather seeks to identify general patterns in the dynamics of project development and implementation which will assist API in the selection and administration of future projects.

It is assumed throughout the survey that project persistence is an important API goal. The "guidelines" section in each "Request for Project Proposals" issued by API during the survey period included statements to the effect that projects "should be incorporated, if successful, into the regular program of the institution when external funding ceases."[4] This has been a primary goal of the grant program since its inception. Former Chancellor Glenn S. Dumke stated in the program's first survey report that " . . . the prospect of making that which we have learned part of our regular operation must be in the forefront of everyone's consideration."[5] "Success" has always been recognized as only a step towards the ultimate goal of all API grants: the improvement of teaching and learning through the persistence of the positive outcomes of project activities.

Even though project persistence is the principal focus, other aspects of the project activities are also discussed in this survey. These include dissemination of project results, project byproducts, and the examination of three specific groups of grants.

Appendix A provides a summary of all API grant activity during the survey period. API funded 102 grants for a total of $2,101,004. The grants were distributed among eight areas of "programmatic need," i.e., broad topics deemed by API, upon the advice of an Advisory Committee and the campuses, to be of particular concern to faculty and administrators within the CSU. Appendix B shows the distribution of the 102 grants by campus.

---

[1]The program originated in 1972 as The Fund for Educational Innovation and Improvement. Between 1973 and 1981 it was called New Program Development and Evaluation. It was renamed Academic Program Improvement in 1982.

[2]See *The Impact of Projects Supported by the Fund for Innovation and Improvement in Education*, July, 1980.

[3]Three pamphlets have been printed which analyze the results of specific groups of projects. See the *Academic Challenges* series.

[4]Quoted from the 1981-82 "Call for Proposals."

[5]*Program for Innovation: The First Two Years*, November, 1973.

Survey Methodology

Methodology

API funded 102 grants in various categories between 1980-81 and 1985-86. Forty were one-year grants; twenty-six were funded for two years (two of which were funded in the 1986-87 academic year); and four received funding for three years. The 102 grants involved, therefore, a total of seventy separate projects supported by API during that period. These projects constitute the focus of this survey.

Data on the project activities were obtained by means of questionnaires and interviews.

Questionnaires, similar to those used in a survey conducted by API in 1980, were sent to the project directors, and co-directors if applicable, of every project (see Appendix J). A reminder letter was sent one month later to those project directors who had not replied by the suggested deadline. A different questionnaire for each project was also sent to the Academic Vice Presidents (Appendix K) with the request that they forward it to the campus administrator most familiar with the project.

In an attempt to obtain a better sense of the dynamics of the projects, on-site interviews were conducted with project directors and campus administrators. The interviews, based on a set of identical questions, were limited to the thirty-three projects which were associated with three API funding categories: "Basic Skills Instruction," "Academic Preparation of Entering Students," and "Improvement of Teacher Preparation." These categories were selected because of their prominence in the API program between 1980 and 1986.

Of the eighty-nine director/co-director questionnaires which were sent out, fifty-one were returned (57%). However, among these fifty-one were questionnaires for forty-nine of the seventy projects (70%). Fifty of seventy administrator questionnaires were returned (71%).

Fifty-one of a possible sixty-six interviews were conducted, twenty-six with project directors and twenty-five with administrators. (Sabbaticals, resignations, retirements, and unresolvable scheduling difficulties account for the difference.) In five cases interviews were conducted with project directors who did not submit questionnaires. The same number of interviews were conducted with administrators on projects for which no administrative questionnaire had been returned.

As a result of both methodologies, data on thirteen projects were obtained by all four possible sources (two questionnaires and two interviews) while data on another nine projects were obtained from a combination of three sources. Questionnaires from both the project director and an administrator were received for thirty-six projects while two interviews were conducted on twenty-one projects. Single interviews were conducted on an additional nine projects so that interviews were conducted on thirty of a possible thirty-two projects. At least one questionnaire was also returned for twenty-six of the thirty projects on which one or more interview was conducted. Interviews provided the sole source of data for four projects.

The questionnaires and interviews combined to provide data on sixty-four (91%) of the seventy projects. The history of these sixty-four projects forms the basis of the following survey. It is important to note that all statistics are derived from this base, not the total seventy projects, and thus contain a built-in margin of error beyond that associated with the methodology itself. However, one of the six projects for which no data was obtained is well known for its high level of persistence and a casual review of the other five would indicate that the statistics presented in this survey would not be significantly altered if all seventy projects were represented in the database. On balance, the combination of interview and questionnaire data provides ample information for the identification of general patterns common to API projects.

Clarification of Terms

As will be described below, the sixty-four projects can be divided into three groups on the basis of their level of persistence.

It is important to note that this tripartite division, though analytically convenient and based upon the self-reported data, should be viewed with caution. The inherent, though unavoidable, methodological imprecision of the questionnaire and interview process requires that the three groups be regarded as reflective of general levels of persistence, not as precise categories. In each group there are at least one or two projects which quite possibly would be put in another category by a group of unbiased outside observers. The principal reason for this imprecision was the use, without definition, of terms such as persistence, impact, and success in the questionnaires. This inevitably resulted in the application of a variety of definitions by the respondents which, in turn, conditioned their answers. The interview process permitted clarification of definitions (which is reflected in the data in the appendices), but it remains that the self-reported data contain a subjectivity which must be considered when drawing conclusions about project persistence, success, or impact.

However, even a casual glance at the "Persistence Response" section of appendices C, D, and E, drawn from answers to question one in the project directors' questionnaires and question three in the administrators' questionnaires and similar questions in the interviews, indicates that the projects in each group share very similar responses relative to project persistence and that, as such, the division into three levels of project persistence is generally valid and analytically useful.[1]

It is even more important to recognize the distinctions between words such as "persistence," "impact," and "success." As Appendix E indicates, many of the projects which are in the "low-persistence" group are also regarded by the respondents as having been successful. This is not an indication of respondent inconsistency. The "Persistence Explanations" sections of each appendix will list reasons — e.g., failure to obtain university funding — why academically sound ideas as demonstrated in what is regarded by all concerned as "successful" projects have persisted only to a slight extent, or not at all. A project may be correctly judged as very successful during the grant year and yet not continue. Only if success is narrowly defined as persistence (perhaps not an unreasonable definition for a granting agency) can the terms be used synonymously.

Similarly, the term impact is also subject to a number of uses and, depending upon the definition of the respondent, may or may not correlate with the persistence of a specific project. Responses, for example, to the question on direct impact on students for the projects in the "high-persistence" group vary from "thousands" to 140. It is clear from the responses that impact is usually measured relative to the arena within which the project activities were applied (single course, department curriculum, general education, faculty development, etc.) and not simply in terms of the number of students directly affected. On the other hand, it is also clear that some respondents adopted a more global view and assessed the impact of their project activities in light of the total university curriculum. In addition, some understood impact to apply to the project year and not over time. Despite this understandable variety in the definition of the term, it is also true that lower responses on impact match the drop in persistence scores in the three groups.

[1]My personal assessment, based on a review of all the data in the questionnaires and, in some cases, on on-site observation, is that the categories represent a fundamentally sound reflection of actual project persistence.

Survey of All Projects

The Three Levels of Persistence

Based solely on the questionnaire and interview data, the sixty-four projects can be divided into three groups according to their level of persistence, i.e., "high," "moderate," or "low." As mentioned above, the responses which generate these categories are the answers to question one in the project director questionnaire, question three in the administrator questionnaire, and a similar interview question. Those questions permit one of four answers relative to the current level of project persistence: project activities are

- — continuing as implemented and supported by the regular campus budget;
- — continuing in part and supported by the regular campus budget;
- — discontinued entirely but evidence of a positive influence still exists;
- — discontinued entirely and with no apparent influence on campus.

The division into three groups reflects the first three possible answers; no project falls into the last possibility (only two interview respondents described a project as discontinued and without influence on campus). The respondents consistently made one adjustment to the literal wording of the questions: the source of funding, i.e., "regular campus budget" or another source, e.g., lottery funds or additional external funding, did not influence their rating on level of persistence.

Eighteen projects (28%) are included in the "high-persistence" group; an equal number are included in the "moderate-persistence" category; the third or "low-persistence" group contains the twenty-eight (44%) remaining projects. The questionnaire and interview data upon which this division is based are presented in appendices C, D, and E.

General Patterns of Persistence

Most of the data in appendices C, D, and E require no explanation. However, there are a few patterns which deserve attention, particularly the persistence explanation responses since they are so important to the focus of this survey.

Even given the use of vague terms such as "impact" and "persistence," there is a general correlation between the respondents' view of the persistence of their projects and their assessments of impact and success. This is particularly true in the case of "impact"; the "success" ratings drop more sharply between the moderate and low categories. This pattern is as one would expect and serves, in a very general way, to confirm the validity of the categories.

There is a dimension to the moderate-persistence category which should be clarified. One of the response options in the questionnaires contains the phrase "continuing in part." This provides for a number of interpretations. In a few cases it is clear from the comments supplied with the answer that projects with relatively ambitious curricular goals have persisted "in part" simply as new material in a single pre-existing course. In other cases, projects with two or more goals have persisted entirely in one or more of those goals, but not in others. Thus, there is a variety of interpretations permitted by the wording of the questionnaires and therefore a wide range of levels of persistence among the projects in this single category.

There is also a broad distinction between the project directors' and administrators' responses. While there is basic agreement in the two sets of responses for the high-persistence categories, the administrative ratings on persistence, impact, and success tend to be higher or more positive for the moderate- and low-persistence projects. The data provide no obvious reason for this. The responses on the source of the project idea on campus are of no help, though it appears that administrators played less of a role in generating the high-persistence projects.[1] However, the data

[1]The answers to the questions on the source of the project idea were sporadic and inconsistent. It is clear that most projects were conceived and executed by the project directors, but a significant number were generated by administrators who "found" a faculty member to serve as project director. Unfortunately, the data did not provide sufficient information to draw any conclusions about the connection between project origins and persistence.

relative to the administrators' knowledge of and responsibility for the projects do vary significantly according to level of project persistence. Administrators did rate their knowledge of high-persistence projects higher than that of moderate- and low-persistence projects (86%, 64%, and 68% = "good" in the respective groups). This greater awareness is probably explained by the very persistence of the projects in the first category. It does not, however, explain why administrators tend to be more positive in their assessments than project directors, a feature which can be seen in other appendices.

The administrators' responses to their level of responsibility for the projects are more interesting. Of the administrators who reviewed high-persistence projects, thirty-eight percent (5 of 13) described their responsibility for the project as "high" and eight percent (1 of 13) as "none." The first figure drops to fourteen percent (2 of 14) and the second increases to twenty-one percent (3 of 14) for the moderate-persistence projects. In the case of the low-persistence projects, no administrator claimed a "high" level of responsibility for a project (out of 22 responses) while forty-five percent (10 of 22) claimed "none." The significance of this apparent discrepancy is not obvious. There is no evidence that projects in the low-persistence group belong to campuses with a higher rate of administrative "turnover," nor is there any reason to assume that the respondents were any more reluctant to assume responsibility for low-persistence projects than for those in the higher categories. One possible interpretation is that higher project persistence is to some degree associated with greater administrative involvement in the project activities and a stronger or more prominent "top-down" character to the project, though this is merely conjecture.

The connection between the number of years of API funding and project persistence is equally difficult to analyze. One might assume that there would be a correlation between persistence and the number of years of funding. It seems logical that only successful projects would have been granted further funding and that more project time should have resulted in an even more polished product and in greater campus acceptance. This assumption is not supported by the data. There is no connection between level of persistence and duration of API support. In fact, it is interesting to note that one of the three-year projects is in the moderate-persistence group and the other two in the low-persistence category. It would appear, therefore, that the connection between the duration, or even the amount, of funding and project persistence is relatively unimportant compared to the other factors discussed below. This also confirms the need to distinguish between "success" and "persistence."

The distribution of projects by campus within the three groups is also intriguing since there is some indication that the "institutional setting" of some campuses has been more conducive to project persistence than that of others. Twelve of the eighteen projects in the high-persistence group were located on five campuses; nineteen of the twenty-eight projects in the low-persistence category were located on six other campuses. In the case of the latter campuses, the nineteen projects constituted seventy percent of the total number of projects funded by API on their campuses, while for the former, the twelve projects constituted fifty-two percent of the total number of projects conducted on those campuses. In the case of two campuses, all three projects awarded to each of them are in the low-persistence group.

The data which would, with any degree of certainty, explain this apparent discrepancy between project persistence among campuses were not collected by the questionnaires and interviews and are, in any case, beyond the scope of this survey.

Conditions on each campus vary so much and the factors associated with project persistence are so complex that much more information would be necessary to identify the precise reasons why one campus may have a higher or lower persistence rate than any other. All this aside, however, it does appear possible that those conditions described below which apparently foster project persistence are more prevalent on some campuses than others.

It would also appear that project persistence is, to some degree, related to grant topic. Projects in areas such as "retention" and "cross-cultural perspectives" received much lower persistence ratings than projects in some other areas, e.g., "Writing Across the Disciplines" and "Interdisciplinary Programs in the Professional/Technical and Liberal Arts." Again, it seems that those conditions which foster persistence are more readily realized in some fields than in others.

Persistence — Why and Why Not

The two questionnaires and the interviews requested specific explanations for project persistence, or lack thereof. The data under "Persistence Explanations" in appendices C, D, and E represent a summary of the responses.

• High-Persistence Projects

As one would expect, the number of negative persistence factors listed in Appendix C is small and therefore not susceptible to meaningful analysis. The respondents' perceptions of positive persistence factors, however, do provide an indication of the conditions which promote project persistence.[2]

The questionnaires from project directors associated with high-persistence projects indicated that they ranked administrative support and project compatibility with campus goals as the major reasons for project persistence together with project leadership and faculty awareness of the importance of the project activities. The administrators' questionnaires most often indicated compatibility with campus goals as the reason for project persistence along with compatibility with an existing academic program, administrative support, project leadership, and faculty awareness of the need for the project.

The interview responses, because of the dynamics of the interview process, elicited more responses from fewer respondents. In the course of most interviews there was a distinct tendency for the respondents to become less idealistic and more realistic and frank in their appraisal of the conditions under which the project had been conducted. The result was the identification of a larger number of factors which influenced project persistence and a somewhat different emphasis. In the case of the project directors, administrative support and faculty awareness of the need for the project remained important while conformity with campus goals was less important. At the same time their relationship with their colleagues was identified as an important factor in the conduct of the project. Those administrators who were interviewed emphasized the same factors as did those who returned questionnaires but placed a somewhat greater emphasis on the importance of the project director's energies and talents and, again, faculty reaction to the proposed change.

The high-persistence projects, therefore, shared, in some combination, the following characteristics: they reinforced campus goals, fit into an existing structure (i.e., they had a "home"), received active administrative support, benefited from strong leadership, and received strong support from the faculty. These factors appear to be perceived by most respondents as of major importance.[3]

The issue of project leadership is unique among all of those mentioned by the respondents. The other factors collectively constitute the "institutional setting" within which projects are implemented and to which project directors must adjust. There is strong evidence that even if the institutional setting is positive, including general acceptance of the project idea, persistence will be low unless project leadership is strong. On the other hand, it is also clear that in some cases strong leadership altered the institutional setting to ensure greater persistence.

The directors of high-persistence projects were reluctant to praise their performance in the interviews, but nine of the ten interviewed administrators stressed the importance of project leadership. They described the role of the project director as "the key" to persistence. In most cases they were referring to energy and commitment. One project director, for example, continued to preside over the project activities, without compensation, for six years following API funding as the project developed and was institutionalized by the campus. This example is uncommon only in terms of the duration of uncompensated involvement by the project director. A willingness on the part of the project directors to sacrifice their time for the sake of project persistence was

[2]The small data bases in each of the three persistence areas do not lend themselves to significant statistical analysis. It is obviously not reasonable to argue, for example, that a factor that was mentioned by seven respondents is significantly more important than a factor mentioned by six. On the other hand, the general pattern of responses and their relative general frequency is an adequate base upon which to draw general conclusions about persistence frequency.

[3]The factors are not listed in order of importance. The data do not permit that degree of precision, nor, given the complexity of factors involved in each project, would ranking be of much value.

the most common feature shared by these high persistence projects. As one administrator stated, the "major reforms" which resulted from the project were due to the project director's "force of will."

In addition to energy and commitment, several administrators commented on the importance of a project director's "political tact" and experience. Curricular change in a university is usually a long, difficult, and complicated process. The director's ability to anticipate and disarm problems was as important a factor in the high persistence of these projects as the director's willingness to sacrifice time and energy. One project director frankly stated that a sound idea goes nowhere without strong individuals behind it who understand and can work within the university structure. To judge from the responses of the directors of other high-persistence projects, they would agree. In a very real sense API funded persons as much as projects.

The other factors commonly identified as important to the persistence of this group of projects constitute, as mentioned above, the "institutional setting" within which the project was conducted. The relative importance of each of these factors varied according to the unique circumstances of each project. For the most part the necessary connection between the existence of these factors and project persistence is obvious. Persistence would be difficult, for example, for any project if the activities were not compatible with campus goals ["campus" is used in this context to include administrative subdivisions, e.g., academic departments] since funds would not likely be diverted to support them. Three interviewed directors stressed the importance of the timing of their projects which were responses to recognized campus goals. Having demonstrated the utility of the projects in achieving these goals, the projects were able to obtain funding and were eventually institutionalized.

Similarly, the existence of a logical administrative or curricular "home" for the activities after external funding ceased, e.g., in an academic department or general education, facilitated persistence by providing administrative and fiscal continuity in the frequently competitive ambience of curricular change. There are several projects in the high-persistence category which still are funded on an annual ad hoc basis. Their continued persistence is much less certain than those project activities which have been absorbed into a department's curriculum or the general education program.

The need for strong administrative support is even more obvious. It provides credibility during the curricular change process and, more importantly, provides funding for the new activities. The heavy emphasis given to this fact by the project directors is a reflection of the need for consistently strong administrative support in curricular change.

The role of faculty support appears to have been more complex. In some cases project persistence depended directly upon the active support and enthusiasm of the faculty. "Writing Across the Disciplines" projects are good examples. Faculty failure to enroll in the seminars/workshops would have resulted in the end of the project. Such projects depended upon the realization of the academic importance of the activities by a large number of faculty and enjoyed a real advantage in terms of persistence. In other cases mere passive acceptance by the faculty was sufficient as long as the project activities did not directly affect what and how they taught, e.g., projects which involve new methodologies for specific classes or academic training for students outside of the classroom.

None of the projects in this high-persistence group appear to have encountered any significant sustained anxiety or hostility among the faculty. One project director did encounter the opposition of a colleague who felt threatened by the project, but this did not prove to be a major obstacle since the project activities were completely voluntary and the balance of the department was supportive. A few other respondents for high-persistence projects mentioned resistance by the faculty, but in each case it was so slight as to be more a cause of frustration than a source of real resistance.

Respondents for five high-persistence projects emphasized that the successful implementation of the projects and their persistence was directly related to the planning behind them. They argued that they had clearly identified the need for the project activities by prior study and, in most

instances, had already conducted some experimentation on a minor scale. Thus, the project directors had precisely identified the problem, the project goals, the means to attain them, and had overcome any possible resistance or funding problems which the change might produce. As one project director stated, "We knew what we wanted to do, and simply did it." Another made the same point: he was not in an "exploration mode." He knew the problem and its solution. An administrator familiar with this project described it as "trouble free."

It happens that this straightforward explanation of persistence came from respondents associated with projects which were relatively narrow in scope, i.e., they involved curricular change or activities which were confined to a single discipline. But it reinforces the importance of the role of a project director who plans carefully and anticipates the problems associated with the unique institutional setting within which the project will be conducted. High project persistence was not simply due to a sound idea, but also to the successful manipulation of the various factors which constitute the institutional setting by an energetic, committed, and experienced project director who had the active support of those administrators who can make or influence fiscal decisions relative to the project.

- **Moderate-Persistence Projects**

As one would expect, the respondents' explanations for persistence for the moderate-persistence projects are more evenly divided between positive and negative factors than in the case of the high-persistence projects (see Appendix D). The positive factors are essentially the same as those provided for the latter projects. The most frequently offered negative responses are: faculty indifference, lack of administrative support, and the failure of the university to provide funding. These factors will be equally prominent among the negative explanations for non-persistence in the low-persistence projects and will therefore be discussed in detail in the section which follows.

- **Low-Persistence Projects**

Faculty indifference and resistance and the unwillingness of the university to provide funding are prominent among the explanations given for the relatively low persistence of these projects.[4]

Curricular change in higher education normally generates controversy among faculty who are often initially inclined to feel threatened by it. This was mentioned by at least one-third of all respondents for all projects in all three persistence categories. It was even more frequently mentioned by the respondents associated with projects in the low-persistence category, particularly by the project directors who were often quite frank in describing their frustration with their colleagues. There is a pattern to these comments: faculty who did not perceive the curricular need for the project but would not be affected by its implementation are viewed as apathetic by the respondents; those faculty who also saw no need for the proposed change and, in addition, anticipated a change in their working conditions if the project succeeded are described as having reacted with "suspicion" and "fear."

The inability of the project director to overcome these responses resulted in low project persistence. One project director described her attempts to convince the faculty of the merits of the project as "taking on the world" — a task she insisted she would not attempt again. An administrator commenting on another project argued that greater persistence would have been achieved if "critical faculty" had been prepared for the project by a period of "sensitivity training." The result would have been, he contended, a greater willingness to confront each other and the issue "in a meaningful way."

The respondents explained this theme of faculty resistance to change in a number of ways. Several attributed it to an apathy based on contentment with the status quo or the reluctance of an "old"

[4]As in the case of the high-persistence projects, the interview process resulted in a greater number and variety of explanations than did the questionnaires. The administrators' questionnaires, in particular, contained very few explanations for low persistence. I assume that this is related to the general tendency in the questionnaires for administrators to be less critical and to the administrators' relative lack of knowledge of the project. Only five of the administrators who returned questionnaires were among those also interviewed.

faculty to get involved in change so late in their career that they would not significantly benefit from the potential results. Others stressed the reluctance of faculty to support changes which were perceived, correctly or incorrectly, as probably adding to their existing workload or requiring modification in what or how they would teach. In a few cases, i.e., projects involving remedial activities, the resistance stemmed from a difference of opinion about academic and fiscal priorities. Only one project director conceded that perhaps the proposed change was inappropriate, but he also claimed that it would have been very difficult to persuade his colleagues to accept change even if the idea had been sound.

For whatever reason, the anxiety generated by curricular change is a theme which runs through the responses associated with projects in all three persistence levels and, apparently, was particularly important for the low-persistence projects. There is no specific evidence to indicate why faculty conservatism was merely a source of frustration to many of the directors of high-persistence projects and a major reason for the lack of persistence for many projects in the low-persistence group. At least in some cases it is safe to assume a difference in the quality or soundness of the proposed change. It is also reasonable to assume that the quality of project leadership is another factor, i.e., that, for whatever variety of reasons, the project directors of high-persistence projects were, in general, better able to overcome the faculty anxiety generated by proposed curricular change. Better planning, greater organizational skills, greater commitment, or more "political" experience probably go far to explain why they were able as a group to better manipulate the institutional setting in favor of their projects.

This would include their ability to elicit further funding from the campus since the willingness or ability of the campus administration to provide continued funding for the project was a prerequisite for project persistence. While several respondents for the low-persistence projects credited the university administration for supporting the project during the project year, many explained low project persistence as ultimately due to the unwillingness of the administration to provide funds.

Though two respondents suggested that a project might have fared better had it been designed differently, no respondent suggested that a project did not deserve to continue or was a "bad idea" and therefore did not warrant further funding. Instead, project directors usually stated that the administration "would not fund" a project; administrators explained that projects "could not" be funded. No one argued that a project did not deserve campus funding. There are, in fact, seven projects in the low-persistence category — and several more in the moderate-persistence group — with two or more respondents who are unanimous about the success of the activities.[5] Certainly at least some of these projects were as academically viable as those in the high-persistence group. If so, it would appear that sound curricular change has been frustrated by the lack of campus funds or by funding priorities. One campus official insisted that a project was "tremendously successful" and should have been continued, but the campus had other priorities. Two project directors conceded that their projects' activities, being faculty intensive, were too expensive and were not continued by the campus despite their demonstrated effectiveness.

The unwillingness or inability of the university to provide further funding generated, as might be expected, some strong resentment among the project directors. One described campus administrators as "cheapskates." Several others commented on the willingness of administrators to provide verbal but no fiscal support. Resentment of the campus administration is a recurring theme among the responses of the directors of moderate- and low-persistence projects.

But the issue was often more complex than the simple refusal of a campus administration to provide fiscal support when API funding ceased. During the interview process it became apparent that in the case of at least six of the projects in the low-persistence category, no serious attempt had

[5]The figure does not include projects for which there was only one respondent.

been made by the project directors to obtain further funding. This was true of at least two of the moderate-persistence projects also. In the case of one of the former projects, and one which apparently was in every sense a success, the project director agrees that he did not aggressively pursue university funding because he was new to the campus and not familiar with its procedures. He agreed that the current administration might fund it, but that he has "other things going now" and is "too busy." An administrator made a similar observation about another project: the project was by all accounts very successful, but the project director did not seriously pursue further funding because of other interests. Another project director stated that obtaining further funding for the project was "not my area of responsibility." Several other project directors agreed that they "should have been more aggressive about university funding" or that perhaps the university might be willing to fund the project now but that they are "now busy with other things."

Thus it was not a simple case of the campuses refusing to fund successful projects. In several cases academically sound projects in the low-persistence category have floundered due to a lack of aggressive leadership following external funding. This does not mean, of course, that had such leadership been present that continued funding would have necessarily been provided, but it does seem to be an important factor in accounting for why several otherwise successful projects are not in the high-persistence group. Many of the project directors associated with projects in the latter group described in some detail during interviews how they managed to persuade the campus administration to provide further funding. It should also be pointed out that they insisted that they were underpaid or unpaid for their post-grant commitment to the project. At least some of the directors of low-persistence projects were unwilling or unable to make that sacrifice, or encountered obstacles to persistence which could not be overcome.

Commitment, whether that of the project director or the university administration, is crucial to the persistence of projects. To state the obvious, curricular change, no matter how great the potential benefit, is neither self-generating nor self-perpetuating. The faculty affected by the proposed change must recognize its benefits and be willing to accept any changes which might occur in their working conditions. When this condition exists there is a "window" or opening which makes curricular change possible. And even then, successful change requires sensitive yet aggressive faculty leadership and active administrative support. It would seem that the projects in the low-persistence category were not conducted in this type of institutional setting.

Incidental Project Results

Project success, measured in terms of the attainment of goals, and project persistence are independent of yet another result of API projects: the incidental, and usually unanticipated, byproducts of project activities. This is occasionally labeled the "flywheel effect."

Approximately fifty publications, books and articles, were generated from the activities of twenty-three projects (eight of which were in the high-persistence category, nine in the moderate-persistence group, and six in the low-persistence category). Over one hundred papers were presented by the directors of twenty-six projects (of which seven were in the high-persistence group, nine in the moderate-persistence category, and ten in the low-persistence group). Seventeen projects received twenty-five supplemental or subsequent grants from another external funding source (of the seventeen, seven were in the high-persistence group, four in the moderate-persistence category, and six in the low-persistence group). Thirty-six projects are represented in the above figures, or fifty-six percent of all projects conducted in the period 1980-86. Nine high-persistence projects are not represented. Thus, if these are added to the above thirty-six, forty-five API projects which were funded during the period (or seventy percent of the total) resulted in significant persistence and/or professional activity.

These figures are not only testimony to the value of the projects, but they reinforce the distinction between project persistence and success. It is clear that persistence is a separate feature of grant activity and must be considered as independent of the academic merit of the project. In other words, there is no necessary connection between the quality of the projects funded by API and their persistence on CSU campuses. Persistence is at least as much a factor of project leadership and institutional setting as it is the soundness of the attempted change.

Other project byproducts are less tangible and quantitative. For a couple of project directors, the API grants resulted in an entirely new career focus. In their cases, the personal impact of the projects was rather dramatic, but several other directors mentioned how their association with the project activities had added to their stature on campus and in their academic field. Seven directors stated that their efforts had been an important factor in their retention/tenure/or promotion and one claimed that the experience was an excellent preparation for being a department chair.

On the other hand, five project directors argued that they were professionally hurt by their connection with the API projects. They gave two reasons for this: the effort needed to direct their projects kept them from conducting the research and doing the writing which their colleagues expected of them, and, second, their efforts were not regarded as important in an environment which emphasizes faculty research and places little emphasis on teaching quality, faculty advising, or curricular change.

Several administrators and project directors commented on the value of the API grants in terms of faculty morale. In these cases, the projects resulted in a renewed enthusiasm for teaching and an enhanced interest in their disciplines. As one project director stated, "I am a better teacher now than before the grant." All of the projects which involved cooperation with high schools mentioned the positive impact the activities had on teacher morale.

The API grants, therefore, served as important stimuli for the professional development of the project directors and for the hundreds of faculty, university and high school, who participated in the various project activities.

The campuses have also benefited indirectly from the projects. Two project directors argue that their campuses are now nationally known as leaders in academic areas developed as a result of API projects. Seven respondents stated that the projects were of significant importance in improving community relations for the university and in recruiting students. The director of a low-persistence project is still having breakfast monthly with a group of high school principals and district officials four years after the end of the grant. One project director, also chair of a department, mentioned that the department recruited five high school students in one year as a result of the project. This amounted to ten percent of the department's total number of majors.

The impact on students is impossible to measure. They have certainly benefited from the curricular changes which have resulted from the projects and from the professional development and heightened morale of their instructors. Literally thousands of students have directly benefited from the projects[6] and, since many projects specifically involved the training of elementary and high school teachers, many thousands more have benefited indirectly.

It is unfortunate that this feature of the API grants, i.e., their ultimate impact on faculty and students, is the most difficult to assess in other than the most subjective terms. Though not measurable, this is the most important of project outcomes. Every indication exists that the impact

[6]The project directors were asked to provide figures on the number of students affected by their projects. Since faculty do not routinely keep such figures, it was a question which invited, and generated, great imprecision. Nineteen project directors (30%) responded "thousands." The narrower the scope of the project, the greater was the precision of the response.

has been considerable, given the overall level of persistence. Some slight idea of the total impact can be appreciated if one considers that a single project has resulted in the participation of over two hundred faculty on one campus in workshops designed to increase the quantity and quality of student writing.

Not all projects, of course, have had this same impact, but it is clear even in the case of many low-persistence projects that the total impact of all project activities has been considerable. The impact on the quality of education offered by the CSU, though obviously beyond measurement, has been profound.

Project Success

Project success, at least by the methodology used for this survey, is impossible to measure with any degree of precision. The fundamental reason for this is that success was measured in different ways by the respondents. For example, some respondents associated with projects which have had a low level of persistence indicated that their projects had been a success because they had met all of their goals by the end of the grant year and had demonstrated that they were an effective means of addressing a particular problem. Other respondents in the same persistence category argued that their projects were a success, even if the activities had not persisted because something important had been learned and that campus awareness of a problem had been increased.

Success was therefore defined in a wide variety of ways. This is understandable. The variety of definitions does not simply reflect a reluctance to label a lot of hard work as unsuccessful. It is, in fact, difficult to call a low-persistence project unsuccessful when it has met its goals, has received strong support from an external reviewer, and has received further funding from other agencies.

There were a total of one hundred questionnaire responses on project success. These did not include a single "No" response, i.e., no respondent stated that a project was not a success. Only two of the fifty-one persons interviewed clearly indicated that a project was not successful.

However, on the basis of written comments in the questionnaires and explanations provided during the interviews, it is possible to reach an approximate "bottom-line" estimate of overall project success. It seems clear that about six or seven of the projects did not meet their major original goals and have not persisted in any significant way and can therefore be reasonably labeled as failed projects. This amounts to about eleven percent of the projects for which data were obtained.

This figure should obviously be used with great caution. It is merely a threshold dividing projects which were unsuccessful from those which enjoyed at least some measure of success. Even if the figure is reasonably accurate, it remains that there is a wide range of success level among the remaining eighty-nine percent of the projects, and it does not take into account the importance of the byproducts associated with most projects.

Because of this imprecision, it is difficult to use the term success other than in specific circumstances associated with a single project. Persistence is a much more useful criterion of a project's value. The use of API funds to demonstrate that an idea is sound has little importance to a campus or the CSU, other than the incidental byproducts which may result, unless the idea is implemented and persists.

Respondent Comments on API

The project directors' questionnaire asked them if API had provided "an appropriate level of administrative support." Forty-three replied in the affirmative, six in the negative.

The question also invited comments. Three project directors complained about the complexity of the fiscal arrangements associated with their projects. Another three argued that the external evaluators were a hindrance and did not fairly evaluate the projects. Two directors suggested that API does a poor job of disseminating project results (an issue discussed below) and therefore "good ideas die on the vine." Two directors, in interviews, also suggested that it would be a more effective use of resources if API "went out of business" and the money was simply transferred to the campuses for their discretionary use in curricular reform.

Though these negative comments deserve API's consideration, the number is so small and the responses so varied that it is not possible to generalize on their appropriateness.

The two questionnaires also solicited comments on faculty awareness of the API grant program. The following chart summarizes the responses. The figures are unremarkable; they seem neither cause for concern or satisfaction.

FACULTY AWARENESS OF API PROGRAM

Project Director Responses:

Well Known	10
Moderately Known	20
Vaguely Known	15
Unknown	1

Administrator Responses:

Well Known	14
Moderately Known	20
Vaguely Known	12
Unknown	0

Survey of
The "Basic Skills," "Teacher Preparation," and "Academic Preparation of Entering Students" Projects

During the period 1980-86, Academic Program Improvement funded fifteen basic skills, nine teacher preparation, and nine academic preparation of entering students projects. The project directors plus administrators familiar with these thirty-three projects were selected for interviews.

The following is a summary of that data together with the data obtained from the questionnaires.

Basic Skills Projects

These projects focused on improving students' reading, writing, critical thinking, and quantitative abilities and were the product of a general awareness in higher education by the end of the 1970's that university students in the United States were seriously deficient in these fundamental skills. API awarded over $386,000 to ten campuses to experiment with various methods of redressing this deficiency. It is clear in several cases that the projects attained their goals and have persisted on the campuses; it is equally clear that other projects did not fare as well.

Of the six high-persistence basic skills projects, four involve some form of "Writing Across the Disciplines." Those associated with these projects repeatedly emphasized during the interviews the importance of faculty acceptance of the value of the project as a function of project success and persistence. The realization that many students are unable to write at a level appropriate for university work came to be widely accepted by faculty by the late 1970's. These projects profited from this widespread awareness of the existence of a problem which faculty also recognized could not be ignored. In addition, the projects themselves also were widely seen on the campuses as an appropriate means of addressing the issue. The alternative, the creation of more writing courses in an already crowded curriculum, was generally recognized on most campuses as unfeasible for a variety of practical and academic reasons. The voluntary introduction of more writing into existing courses was, on the other hand, regarded as a more realistic solution.

As some respondents observed, the "timing" was perfect. Faculty were aware of a problem which they recognized deserved solution and the projects provided an appropriate solution. The programs were also voluntary — this was important in alleviating any faculty anxiety — and the faculty participants were provided with practical advice about the most effective type of writing assignments for their disciplines. Just as importantly, they were given training on grading written assignments in a manner that minimizes the time and formal grammatical skills required. This feature of the projects significantly enhanced their attractiveness to faculty who, if they increased the amount of writing in their courses, would also have to grade that additional material.

Three of the projects have not been "institutionalized" but are funded on an ad hoc basis by the university administrations. The fourth has been built into the campus general education program. Over two hundred faculty have volunteered for the program on one campus alone and on that campus and one other the faculty support for the programs is such that they must sign waiting lists to participate. The total number of faculty who have participated in the various API funded "Writing Across the Disciplines" projects is probably over a thousand. The resulting curricular impact and benefit to students is, again, impossible to measure. The respondents insist, however, that more writing is now assigned on their campuses and that the quality of student writing has improved as a result.

It is interesting that three similar writing projects are in the low-persistence category. (No writing projects are in the moderate-persistence group.) One of these, however, probably should be in a higher persistence group since, although the original project activities have continued only in part, the balance were developed over time into other, but similar, writing activities that have been institutionalized. The respondents for this project appear to have been somewhat more literal in their answers than most others. The other two projects provide a clear contrast with the four high-persistence writing projects.

In one case the project director stated that there was "no need" to continue the project. The project had enhanced faculty awareness of the problem, and this was sufficient. For this reason, continued funding was not aggressively sought and no further effort was made to continue the project activities. An interviewed associate regretted the lack of persistence, but argued that without leadership the project simply ended. It was apparent in the interview that the project director was not inclined to view the prolonged use of university funds for remedial efforts as the most appropriate use of limited resources. He suggested that the teaching of basic skills should be improved in K-12.

The other low-persistence writing project involved the use of adjunct courses, a much more expensive approach since it involves the use of faculty in low-enrollment courses. This element of cost, plus the intermittent involvement of the project leadership after external funding ceased, has resulted in only partial continuation of the project activities.

The experience of these writing projects makes it obvious that strong leadership is crucial for project persistence. The energy and commitment of the four directors of the high-persistence writing projects were obvious in the interviews. Without their continued involvement, often uncompensated, the level of project persistence would, in each case, have been significantly less. The history of the other two high-persistence basic skills projects reinforces the importance of project leadership. Both were led by the same person whose energy and enthusiasm seemed boundless. This, accompanied by consistently strong administrative support at the department level and significant pre-grant planning, has resulted in two fully institutionalized projects which continue to serve an increasing number of students every year.

The two reading skills projects funded by API offer another opportunity to contrast persistence by project type. Both projects, though "successful" during the project year (one is particularly impressive), are in the low-persistence category. The reasons for this are complex, but those associated with the projects agree on the importance of one factor: faculty in general are not as aware of student reading problems as they are of writing deficiencies. Faculty read what students write; they seldom have occasion to evaluate student reading ability. Faculty and administrative support for the projects, therefore, was less enthusiastic in general than for the writing skills projects and, though just one of many factors, this provides a partial explanation of their low persistence.

Appendix F is a summary of some of the data collected on the basic skills projects.[1] The factors offered to explain persistence and their frequency do not differ significantly from that discussed above for all API projects in the period 1980-86. Compatibility with campus goals, project leadership, and faculty and administrative support are the prominent reasons given for project persistence; the various factors associated with "faculty attitudes" and the unwillingness of the university to provide funding are, again, the principal reasons offered for low persistence.

Though not indicated in Appendix F, there is a direct correlation between project impact and persistence, i.e., all impact responses for the high-persistence projects were "high," and all "low" impact responses were associated with low-persistence projects. The same pattern holds for the project success responses, i.e., there were no "partial" responses for the high-persistence projects, and the lower the persistence level the greater was the number of "partial success" responses.

There does not appear to be any correlation, again as discussed above, between the number of years of funding and project persistence. Assuming that project persistence is an important goal for API, it would appear that more money does not itself purchase it. This is, admittedly, a very simplistic conclusion. Quite possibly, perhaps even certainly, the two high-persistence basic skills projects would not have attained that level of persistence without second-year funding. But it is also probably equally true that at least one of the four low-persistence projects was as educationally and fiscally sound in the abstract as those in the higher category. The "project success" responses in Appendix F would seem to support this. It is, therefore, reasonable to conclude that second-year funding for any type of project should not just be based on a project's "success" during its first year, however convenient a basis this might be, given the availability of project reports, external evaluations, and "in-house" visitations. Other, and admittedly more complex, factors, i.e., institutional setting and project leadership, need to be given equal, if not greater, weight.

[1]Note that the persistence explanation responses are separated by persistence level in this appendix but not in appendices G and H.

Even a casual glance at the "persistence explanation" data for the high- and low-persistence basic skills projects confirms the importance of the latter factors. To judge from the questionnaire and interview responses, the low-persistence projects attempted to introduce change in an atmosphere of faculty apathy and resistance and weak administrative support. It should perhaps not be surprising that three of the project directors indicated in the interviews that they had not aggressively pursued institutionalization of the project or further funding from the university. The respondents associated with the high-persistence projects offered no negative comments in their questionnaires and very few during the interviews. Presumably in each case the institutional setting and project leadership were such that these difficulties were overcome.

An administrator associated with one of the high-persistence projects admitted that he was very surprised by the level of campuswide faculty support for the project, since one result would be more course grading. His explanation was that faculty not only recognized a professional obligation to do whatever could be done at the university level to improve student writing skills, but that the project was supported with such obvious sincerity by the administration (the idea came from the vice-president and the project director worked directly out of that office) that participation actually generated a certain amount of status on campus. On the other hand, three of the respondents for low-persistence projects indicated that they encountered some faculty resistance on the grounds that the project would generate more course grading. Obviously, since we can assume an equal level of faculty professionalism on all campuses, there were important differences between the projects' institutional settings on these campuses and those of similar high-persistence projects.

Academic Preparation of Entering Students Projects

These projects approached the problem of student basic skills deficiencies in a different way: they attempted to address it at the high school level by developing various sorts of partnerships with local schools which would result in improved course curricula. API funded nine projects on nine campuses for a total of $522,394. If the persistence data presented in Appendix G are valid, most of the projects resulted in very few substantial and long-term benefits. Seven of the nine projects are in the low-persistence category.

Such a high percentage of low-persistence projects in one funding category should offer the opportunity to more precisely identify those factors which negatively influence project persistence. Unfortunately, the questionnaires and interviews, for reasons that are unclear, resulted in a relatively and surprisingly low number of "persistence explanations" — too low to permit any comfortable conclusions. On the surface it would simply appear that those projects which received administrative support (positive factor 3) have persisted and those which did not (negative factors 4 and 5) have not. It is also interesting that two directors of low-persistence projects apparently did not aggressively seek university funding, a factor which may be related, as suggested in the basic skills projects section above, to weak administrative support.

But, again, the low number of "persistence explanation" responses reduces this to speculation only. Comments made by the respondents during the interviews and on the questionnaires, however, do provide some clarification. High-persistence project respondents emphasize a factor not at all mentioned by the other respondents: the project directors gained as much from the project activities as the high school participants. In one case the sponsoring "department saw it as good for it," and, indeed, has recruited a number of students as a result. The directors of the other project pointed out that the project activities amounted to little more in terms of time and energy than they would normally have invested in their own research, so that the project was a "bonus," i.e., it provided funds for additional research supplies, assistance in the research lab, and the satisfaction derived from observing the renewed enthusiasm of high school teachers. Thus in both instances, there was significant, immediate, and openly admitted "selfish" gain for those conducting the projects, and both have not only persisted but are still growing.

Other important factors, obviously, also have contributed to this persistence: neither high-persistence project, for example, involved extensive collaboration with school districts or school administrations and were not particularly complex or ambitious, i.e., they did not set out to directly change high school curricula, but merely to introduce high school teachers and students to a relatively narrow range of university level work and thereby increase their enthusiasm for teaching and learning. This was a more "passive" approach, but also structurally simpler.

Three of the respondents for low-persistence projects, on the other hand, emphasized that the projects were too complex and labor intensive and therefore "beyond the campus budget." Release time for university faculty to work with high school teachers to improve curricula is expensive, particularly since it would, as one respondent pointed out, require several faculty representing a number of academic disciplines to be effective. Moreover, the benefit to the university would be delayed and indirect, i.e., hopefully better students in the campus classrooms in the future. Inherently high costs and the absence of the possibility of readily observable and concrete project results no doubt contributed to the low persistence of many of these projects. As one administrator stated, the project was "tremendously successful, . . . but not a campus priority."

The comments made in other sections of this survey on "number of project years" and "project success" are equally applicable to these projects. The data on "success" serve again to reinforce the distinction between success and persistence.

There is a dimension to the persistence, or lack thereof, of these projects which perhaps deserves some consideration. It seems that those project designs which involved the intensive participation of faculty in partnerships with high school administrators and teachers were so inherently expensive that any hope of continued campus funding, however "successful" the project, was unrealistic. If so (and, as stated before, this survey assumes that persistence is an important goal for API), perhaps the primary reason for low project persistence was not institutional setting or project leadership, but instead was API's initial decision to fund such projects. Partnerships between different segments of the educational structure are unavoidably complex and expensive to both arrange and maintain. In the case of these projects, the fiscal gap between an educational ideal and its reality was perhaps unreasonably wide.

Teacher Preparation Projects

API funded nine projects on seven campuses during the period being surveyed which were designed to improve advisement for prospective teachers, improve teacher recruitment and retention, and revise curricula so as to better prepare teachers for the classroom. Total project funding amounted to $279,610. Appendix H is a summary of some of the information received in the questionnaires and interviews.

These projects are more evenly distributed through the three persistence levels: two in the high-persistence group, four in the moderate-persistence category, and three in the low-persistence group. The explanations for persistence given by the respondents do not differ markedly from those for other projects. Compatibility with campus goals and existing programs, project leadership, and level of faculty and administrative support are, again, all prominent factors.

One contrast, which perhaps says something about the dynamics of curricular change on university campuses, can be recognized between the negative interview responses in this appendix and those in Appendix G. No respondent for any academic preparation of entering student project indicated that the project had been perceived as threatening by faculty or had generated opposition among the faculty. Several respondents for teacher preparation projects did mention these factors (negative factors 8 and 9) as detrimental to project implementation and persistence. The difference is probably explained by the nature of the two categories of projects. The former sought to promote non-campus curricular change, i.e, in high schools. The teacher preparation projects, on the other hand, attempted to change various portions of the curricula on the campuses and thus contained the potential for being perceived as threatening by some faculty.

The lack of faculty cooperation was the single major reason for the low persistence of one project. Both respondents agreed that the first rush of enthusiasm quickly turned to "fear and resentment" caused by "territorial" divisions and the anticipation that, if implemented, the project would result in significantly more work for the faculty. Both respondents for this project also agreed that the project was "too idealistic" in its goals and that they had failed to provide an adequate foundation for faculty support. The director of a moderate-persistence project, who was also department chair, complained, too, about the tendency of some faculty to feel threatened by curricular change. In the case of this project, however, its success, measured by the enthusiasm of local school districts, has kept the "external" portions of the project going despite inadequate fiscal support, though the future appears uncertain.

This indefinite status is a feature of every moderate-persistence teacher preparation project. The future of all four is very uncertain. Significant portions of the projects' activities still continue, and there appears to be no question about their academic appropriateness, but future funding is problematic. One project director, who insists that recent literature in the field confirms the value of the project, is continuing a portion of the project activities without reimbursement. This sacrifice is necessary, according to the director, because she "loves the project idea" and because, as an administrator familiar with the project stated, "the funds just do not exist." The other three project directors have obtained further external funding to keep their projects alive. It would not appear, therefore, that the lack of persistence in these projects is a function of project quality or leadership but of the inability of the campuses to provide funding. It is also true that three of these projects involve the creation of low enrollment courses which are expensive to sustain. As noted above, projects which propose inherently expensive solutions can naturally expect fiscal difficulties when external support ceases.

The history of the two high-persistence teacher preparation projects offers a sharp contrast to that of the others. Both project directors claimed that the projects were "trouble free" and "enjoyable." They attributed this to extensive pre-project research which resulted in a clear definition of the problem and agreement by all who might conceivably be affected by the change, both faculty and administrators, that the problem did exist and that the proposed solution was appropriate. It is perhaps understandable that both project directors expressed curiosity, given their experience, that there would be any real need to conduct a survey on the dynamics of API project implementation and persistence.

Their experience was obviously unusual, yet it is equally clear that several of the other teacher preparation projects have already had a significant impact and may still lead to further persistence. This is true not only for the moderate-persistence projects, but also for at least one project in the low-persistence category which is in "limbo," pending a long-awaited decision on campus academic policy before the project activities can be further developed.

Project Dissemination

Intercampus Projects

Throughout the period 1980-81 to 1985-86, API actively promoted the dissemination within the California State University of projects which it regarded as having been particularly successful on the original project campus. These have been labeled "inter-campus" or "replication" grants.

This mode of project dissemination was, and still is, founded on the belief that projects which are successful on one campus should be offered as models to other campuses, thereby saving those institutions most of the time and expense normally associated with project research and development. The "receiving" institution would merely have to implement, in part or whole, a curricular model already tested on another CSU campus.

These grants, together with occasional systemwide conferences, have constituted API's principal means of project dissemination. Twenty such projects were funded during the period being surveyed, eighteen of which are included within the sixty-four projects for which data have been collected. Eight of these were "Cross-Cultural Perspectives in the Curriculum" projects, five were "Faculty Advising for Minority Engineering Students (FAMES)" projects, and the remaining five were various types of basic skills projects.

The survey data collected on these projects are located in Appendix I.

Given the logic behind replication projects, it is reasonable to assume that they should, as a group, achieve a relatively high level of persistence. In fact, their persistence is comparable to that of all projects conducted during the survey period and to that of the project groups discussed above. There is nothing to indicate that these projects were any more effective than non-replication projects or that there is any necessary connection between replication and project persistence.

In one way, however, it does appear that the replication projects did function as anticipated. The average cost per project was $15,997, about one-half that of the average of all API projects during the survey period. In terms of relative cost-effectiveness, therefore, these projects did meet API's expectations. They were, in general, a less expensive means of introducing curricular change. But, again, they apparently were not any more effective in ensuring that the proposed change would persist.

The data offer no clear explanation for why this is so. The pattern of questionnaire "persistence explanation" responses is similar to projects in other categories and the interview responses are too few to permit any conclusions. The answers to the replication questions (22-25) in the project directors' questionnaires are somewhat more helpful.

The project directors agree that the consultants from the original projects were cooperative and that their assistance was valuable. It seems that this was particularly true in the "start-up" stage of the replication project when the consultant was, in several cases, able to assist the project directors in anticipating and disarming early faculty resistance to the project. Several project directors also mention the continued support they received during the course of the project year. According to one director, without the consultant's assistance, "I am not sure we would have been able to carry out the project that first year." Thus, if project persistence has not been as high as one should expect from such projects, it is not due to a lack of cooperation from those associated with the original projects.

Yet the amount and quality of the contact with the consultant do not appear related to the project director's awareness of the model project. Four directors stated that their projects only partially resembled the original models; only five directors indicated that their projects closely resembled the model projects. In some cases there were significant differences in project scope and content.

One director admitted that "I'm not sure about what happened with the original project." Two respondents stated that the consultant, though cooperative, offered advice which was not appropriate to the circumstances of their projects. It is safe to conclude that cooperative consultants were often advising directors of projects, which were not only being implemented in a different institutional setting, but were designed quite differently from the model. And in the case of one replication project, there was no contact at all with the consultant.

This lack of knowledge about the original model necessarily meant that, however cooperative the consultant in answering questions, many replication projects were conducted, in reality, as unique projects. If so, this would do much to explain why their level of persistence resembles that for all projects. Some slight reinforcement for this argument is provided in the questionnaire "persistence explanations." Three replication project respondents indicated that project persistence was negatively affected by problems associated with project design (negative factor 13). Design problems should be minimal in a replication project, yet only four such responses were received for all projects during the survey period.

It would be convenient if the data provided a clear correlation between similarity with the model and project persistence. It does not. The respondents for the two high-persistence replication projects which provided information on the similarity of their projects to the model stated that the resemblance was close. But of the three remaining projects identified as closely paralleling the original, two are in the low-persistence group. The data on the other projects are equally scattered.

Still, one is left with the distinct impression, however subjective, that the replication aspect of these projects, at least in many cases, was not of great importance to those involved. The questionnaire comments are few and very brief. Many respondents simply ignored one or more of the questions even when applicable to their project. The respondents, in general, indicated no strong sense of having been involved in replication efforts.

As a category, the replication projects do not seem to have a distinct identity. The directors of two non-replication grants answered the replication questions (22-25) in full! One director of a replication grant answered the questionnaire in great detail, but left these questions blank, a behavior which may or may not indicate that the respondent was unaware of having directed a replication project. Three respondents suggested that API should have required a more formal or structured relationship with the consultant, e.g., periodic group meetings with the consultants and all directors of replication projects and the presence of the consultant at the start-up meeting. These suggestions seem reasonable. They, and any other means adopted by API to provide the replication projects with a greater identity as such, would serve to enhance the intercampus/dissemination character of the projects and thereby, presumably, reduce the number and seriousness of the inevitable problems associated with project implementation, while still permitting adjustments for local circumstances. Whether such means would also enhance project persistence is problematical. No model can anticipate all permutations of institutional setting or styles of project leadership.

It is also true that not all model projects have themselves enjoyed a high level of persistence. Two are in the low-persistence group. Undoubtedly they were a "success" as projects and were consequently selected as models. But their relative lack of persistence perhaps should have been a greater factor in deciding their viability as models for other campuses. As mentioned in other sections of this survey, project "impact" and "success," measured at or near the end of a project, do not necessarily indicate the future value of the project to the campus.

All of the above appears to indicate that, even if intercampus projects provide a relatively inexpensive means of generating curricular change, their history also suggests that efforts to ease project implementation are not connected to permanent change.

Other API Dissemination Efforts

In addition to the intercampus projects and three systemwide conferences, API has published three editions of a pamphlet entitled *Academic Challenges*, each of which describes the activities of projects in specific funding areas: writing and reading skills, university and high school partnerships, and academic and career advising. It also annually distributes a description of all projects currently being funded and, in recent years, a summary of all replication projects by category. API has therefore made a deliberate effort to disseminate information about its grant activities.

The effectiveness of these dissemination efforts is beyond the scope of this survey. Both questionnaires, however, did request information about the degree to which those associated with the projects disseminated the results of their efforts. The chart below summarizes their responses by persistence level.

HIGH-PERSISTENCE PROJECTS

PROJECT DIRECTORS:

ON-CAMPUS DISSEMINATION	=	YES	12
		NO	0
		SOMEWHAT	2
OFF-CAMPUS DISSEMINATION	=	YES	10
		NO	1
		PARTIALLY	3

ADMINISTRATORS:

ON-CAMPUS DISSEMINATION	=	YES	11
		NO	1
		PARTIALLY	2
OFF-CAMPUS DISSEMINATION	=	YES	7
		NO	1
		PARTIALLY	5

MODERATE-PERSISTENCE PROJECTS

PROJECT DIRECTORS:

ON-CAMPUS DISSEMINATION	=	YES	7
		NO	0
		SOMEWHAT	10
OFF-CAMPUS DISSEMINATION	=	YES	5
		NO	4
		PARTIALLY	6

ADMINISTRATORS:

ON-CAMPUS DISSEMINATION	=	YES	7
		NO	3
		PARTIALLY	4
OFF-CAMPUS DISSEMINATION	=	YES	6
		NO	5
		PARTIALLY	3

LOW-PERSISTENCE PROJECTS

PROJECT DIRECTORS:

ON-CAMPUS DISSEMINATION	=	YES	4
		NO	2
		SOMEWHAT	15
OFF-CAMPUS DISSEMINATION	=	YES	9
		NO	7
		PARTIALLY	4

ADMINISTRATORS:

ON-CAMPUS DISSEMINATION	=	YES	10
		NO	8
		PARTIALLY	4
OFF-CAMPUS DISSEMINATION	=	YES	6
		NO	12
		PARTIALLY	4

Though a few respondents elected to answer only one of the questions on dissemination efforts, the chart provides sufficient data to conclude that dissemination efforts varied by project persistence level, i.e., the higher the level of persistence, the greater the effort expended in disseminating the results of the project. This seems logical since, though persistence need not result from project success, success is generally a prerequisite for both persistence and dissemination. Approximately two-thirds of the high-persistence projects involved on-campus dissemination efforts. The figure drops to ca. thirty-nine percent for the moderate-persistence projects and about twenty percent for the low-persistence projects. The figures are similar for off-campus dissemination. It is interesting to note the significantly higher disparity in the low-persistence data between the project director responses and those of the administrators. There is no obvious reason for this, but it may be related to the administrators' relatively lower familiarity with these projects, a factor discussed earlier in this survey.

The project directors of twenty-five of the sixty-four projects (39%) indicated that on-campus dissemination had occurred in workshops. The activities of approximately twenty percent of the projects were disseminated on campus through committee work. These were the two overwhelmingly prominent means used by project directors for on-campus dissemination. ("Informal" was the next option most frequently selected — five percent.) In contrast, and as one would expect, the five most popular modes of off-campus dissemination were the delivery of papers (36% of the sixty-four projects), workshops (31%), publications (24%), and consultant activities (19%).

The latter figures are not only an indication of how off-campus dissemination has taken place, but also reflect the academic value of the projects and their value to the professional development of the project directors. In effect, over one-third of the API projects during the survey period resulted in the delivery of papers; almost one-quarter resulted in publications. Expectations vary by observer, but these figures are at least impressive for academic "research and development" grants.

Both the project directors and administrators were asked about the effects of these dissemination efforts. Curricular and pedagogical change were the most frequently mentioned results of on-campus dissemination by both groups. The directors of thirty-seven percent of the projects being surveyed reported that on-campus curricular change had resulted from their projects. Thirty-four percent reported changes in teaching methods. The figures for administrators were thirty-one and thirty-six percent, respectively. The replies of both groups of respondents suggest that approximately eighteen percent of the projects stimulated changes in on-campus advising procedures. The various FAMES projects no doubt explain the relative frequency of this response. All other responses were scattered among several categories.

There is nothing remarkable about the data on campus dissemination efforts or their results. The responses on the effects of off-campus dissemination are striking simply for their sparseness. Fifteen of the thirty project directors who provided any kind of reply stated that they were unaware of any effects; the remainder divided their responses between curricular and pedagogical change about equally. The responses from the administrators, though distributed in the same pattern, were too few to be helpful.

It certainly is to be expected that those associated with API projects would be more familiar with the results of those activities on their own than other campuses. But the data also suggest that off-campus dissemination of project results, and this is of far greater importance to API, is weak. The effort is sporadic and uncoordinated. There are a number of reasons why a project director would wish, for example, to present or publish a paper based on the results of an API project. There are far fewer reasons for a director to pursue the issue on other campuses unless specifically requested to do so. Off-campus dissemination is fundamentally the concern of API and any significant effort requires the fiscal and administrative resources of that office.

Conclusion

The sixty-four projects examined in this survey have had a significant impact on the CSU. They have resulted in meaningful curricular development and have enhanced the educational experience of thousands of students and the professional development and morale of a large number of faculty. They have also strengthened areas of generally recognized weakness within the system and, in a few cases, project directors have gained a national reputation as a result of their efforts and CSU campuses can claim national leadership in certain academic fields.

The projects were, to a great degree, successful. Only about eleven percent of the projects failed to meet at least some of their important goals and to persist in some significant way. Though the level of success among the remaining projects varied considerably, this figure at least suggests that the process whereby projects were selected for funding was fundamentally sound.

Project persistence, however, did not necessarily result from success. Several projects which were judged by all respondents as successful were in the low-persistence category. Success, therefore, was simply a prerequisite for persistence; it did not ensure project continuity.

Since there is no commonly accepted standard by which to measure project persistence, it is not possible to conclude with certainty whether the rate of persistence for these sixty-four projects is in any way exceptional. Approximately fifty-six percent of the projects for which data were obtained have continued as originally implemented or in significant part. Whether or not such a percentage should be considered impressive or not is fundamentally a subjective decision. Whatever the case, it remains that forty-four percent of the projects have not persisted in terms of a significant continuation of the project activities.

The explanations provided for project persistence, or the lack thereof, were not startling. Strong, committed (to the point of personal sacrifice) leadership and equally strong administrative support were apparently important for both project success and persistence, but crucial for the latter. These two factors combined to provide a basis for molding the "institutional setting" in such a way as to ensure project success and persistence. Of particular importance in the "institutional setting" was the attitude of the faculty. Serious faculty opposition or even apathy had to be overcome if projects were to persist. Sensitive yet strong leadership with consistent administrative support was a prerequisite for success and persistence in such circumstances.

The ideal project, to judge from the responses, would be led by a "politically" experienced and almost fanatically dedicated director, who would enjoy the equally committed support of an appropriately influential campus administrator. It would also involve the implementation of non-threatening and essentially inexpensive activities for the solution of a widely recognized academic problem which has been given high priority by both the faculty and administrators on a campus. Presumably, such a project, however rare, would be relatively "trouble free" and have a very high chance of persistence.

More realistically, there was a "gap" in the career of most projects which followed the end of external funding. Regardless of the success of the project, its director had to persuade the university to absorb the activities into the curriculum and/or its budget. Sometimes the directors, faced with the usually uncompensated effort this would take and the existence of other professional alternatives, did not aggressively pursue the funds needed for persistence. In other cases it seems that the university either did not have the funds or had to commit funds to higher priority matters. Thus, the end of external funding has been a weak point in the history of API projects and seems to have been most consistently overcome through the unselfish energy of project directors.

Project dissemination appears, in general, to be a weak point for API. The data do not indicate that the dissemination of project results has been a matter of great urgency for most project directors. Nor does it seem that replication or intercampus projects have been either more successful or have

enjoyed greater persistence as a group than the other projects, though one can argue that they are less expensive. The issue of dissemination should probably be given careful attention by API.

The following recommendations are offered for API's consideration:

- The inherent costs associated with projects should be given great weight in the decision to award funding. The funding of predictably expensive activities will nearly always result in low project persistence and impact. A "good idea" should also be fiscally realistic.

- The complexity of a project proposal should also be carefully evaluated prior to a decision to award funding. The simpler the project, the greater its chance of success and persistence. Many projects funded during the survey period involved broad curricular change or required the cooperation of bureaucracies external to the campus for their success. This kind of complexity exacerbates the inevitable frustrations which occur in any project and absorbs too much of the time and energy of an already over-extended project director.

- API should also investigate ways of better ascertaining the level of genuine campus commitment to a project before awarding second year funding. As indicated in the survey, there does not appear to be any strong connection between the number of years a project was funded and the current level of persistence of its activities. During the survey period, API obviously awarded additional funding to projects which, however potentially beneficial, did not have the complete support of the university administration in terms of institutionalizing the activities.

- As mentioned above, API should consider how to improve its dissemination efforts. Replication grants should, for example, be administered in such a way as to emphasize their intercampus character. In addition, it may also be worthwhile to wait a couple of years after the end of external funding for a project, or at least until it is clear that it has been institutionalized on the original campus, before deciding if it is a suitable model for other campuses. Success should not be the only criterium for selection as a replication model. It may also be that the dissemination of project results through system conferences which distribute project manuals and other materials would be a more cost-effective means of dissemination than replication grants.

APPENDIX A

SUMMARY OF API GRANT ACTIVITY
1980/81 — 1985/86

PROGRAMMATIC NEED/GRANT TOPICS	YEARS	GRANTS	SUPPORT
PROGRAMMATIC NEED: RETENTION			
GRANT TOPICS:			
— Needs of Underrepresented Groups	80/81	6	$ 147,560
— Retaining Qualified Students: Academic Advisement	80/81-85/86	15	179,181
		21	326,741
PROGRAMMATIC NEED: MULTICULTURAL EDUCATION			
GRANT TOPIC:			
— Multidisciplinary-Cross-cultural Studies	81/82-85/86	13	277,105
PROGRAMMATIC NEED: BASIC SKILLS INSTRUCTION			
GRANT TOPIC:			
— Teaching Reading, Writing, Critical Thinking, Quantitative Skills	80/81-84/85	23	400,951
PROGRAMMATIC NEED: ACADEMIC PREPARATION OF ENTERING STUDENTS			
GRANT TOPICS:			
— Academic Excellence in High School Preparation	82/83-84/85	14	455,161
— Course Requirement for High School Grad/CSU Admissions	85/86	2	46,506
		16	501,667
PROGRAMMATIC NEED: HONORS PROGRAMS			
GRANT TOPIC:			
— Academic Excellence in Undergraduate Education	82/83-85/86	5	83,365
PROGRAMMATIC NEED: IMPROVEMENT OF TEACHER PREPARATION			
GRANT TOPICS:			
— Academic Excellence in Teacher Preparation	83/84-85/86	9	192,198
— Teacher Recruitment/Retention	85/86	2	59,043
		11	252,241

PROGRAMMATIC NEED: INTERDISCIPLINARY PROGRAMS IN THE PROFESSIONAL/ TECHNICAL & LIBERAL ARTS			
GRANT TOPIC:			
— Partnerships in Professional/ Technical & Liberal Arts	83/84-85/86	8	123,705
PROGRAMMATIC NEED: COMPUTER APPLICATIONS ACROSS DISCIPLINES			
GRANT TOPIC:			
— Computer Applications Across Disciplines	84/85-85/86	5	136,229
8 Areas of Programmatic Need	5 years	102	$2,101,004

Grants

APPENDIX B

DISTRIBUTION OF API GRANTS BY CAMPUS

1980/81 — 1985/86

Campus	Number of Grants
BAKERSFIELD	3
CHICO	7
DOMINGUEZ HILLS	10
FRESNO	0
FULLERTON	4
HAYWARD	5
HUMBOLDT	4
LONG BEACH	3
LOS ANGELES	1
NORTHRIDGE	17
POMONA	9
SACRAMENTO	8
SAN BERNARDINO	4
SAN DIEGO	5
SAN FRANCISCO	7
SAN JOSE	4
SAN LUIS OBISPO	3
SONOMA	3
STANISLAUS	5
TOTAL	102

APPENDIX C

"HIGH-PERSISTENCE" PROJECT DATA

NUMBER OF PROJECTS IN THIS CATEGORY:

18

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 14 FROM ADMINISTRATORS
14 FROM PROJECT DIRECTORS

— INTERVIEWS = 10 ADMINISTRATORS
8 PROJECT DIRECTORS

NUMBER OF INTERVIEWS AND/OR QUESTIONNAIRES PER PROJECT:

— 1 PROJECT = 5 SOURCES (I.E., 2 QUESTIONNAIRES AND 3 INTERVIEWS);
— 3 PROJECTS = 4 SOURCES
— 3 PROJECTS = 3 SOURCES
— 8 PROJECTS = 2 SOURCES
— 3 PROJECTS = 1 SOURCE

PERSISTENCE RESPONSES IN QUESTIONNAIRES AND INTERVIEWS:

— TOTAL POSSIBLE NUMBER OF RESPONSES (INTERVIEWS AND QUESTIONNAIRES) = 56
(36 QUESTIONNAIRES RECEIVED AND 20 POTENTIAL INTERVIEWS)

— FULL PERSISTENCE AND FUNDING = 41
— PARTIAL PERSISTENCE AND FUNDING = 4
— NO RESPONSE = 11

PERSISTENCE EXPLANATIONS:

CODES:

POSITIVE FACTORS =

1 — project matched campus goals;
2 — compatible with an existing program;
3 — administrative support;
4 — strong project leadership;
5 — faculty awareness of need;
6 — advantages for faculty in project activities;
7 — existence of economic incentives for faculty or academic units;
8 — "politically" wise project director;
9 — no one "threatened" by project activities;
10 — faculty support;
11 — timing right for project;
12 — well focused and designed project

NEGATIVE FACTORS =

1 — faculty passivity;
2 — lack of faculty awareness of problem addressed by project;
3 — the change sought = greater work for faculty;
4 — lack of administrative support;
5 — lack of university funding;
6 — no further funding sought;
7 — faculty do not see the project activity as appropriate for funding by university;
8 — opposition of faculty colleague(s);
9 — the change sought = threatening to faculty;
10 — project activity = a curricular option, not required;
11 — project "idea" is too expensive;
12 — inexperienced project director;
13 — project design problem

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	9	5	1
2	3	8	1
3	11	9	1
4	6	11	1
5	5		
10	2		
12	2		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	10	10	1
2	6		
3	6		
4	5		
5	5		
10	2		
11	1		

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	3	1	1
2	3	3	1
3	6	7	1
4	3	8	1
5	5		
6	1		
7	1		
9	5		
10	4		
11	2		
12	3		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	5	1	1
2	6	3	1
3	7	7	1
4	9	8	1
5	8		
6	1		
8	4		
9	6		
10	6		
11	2		
12	2		

PROJECT IMPACT:

PROJECT DIRECTORS		ADMINISTRATORS	
IMPACT LEVEL	NO. OF CAMPUSES	IMPACT LEVEL	NO. OF CAMPUSES
HIGH	11	HIGH	12
MODERATE	3	MODERATE	2
NO RESPONSE	4	NO RESPONSE	4

PROJECT DISTRIBUTION:

- 18 PROJECTS ON 11 CAMPUSES
- 1 CAMPUS = 4 PROJECTS
- 4 CAMPUSES = 2 PROJECTS
- 6 CAMPUSES = 1 PROJECT

PROJECT AREA/PROGRAMMATIC NEED:

AREA	NO. OF PROJECTS
BASIC SKILLS	6
ACADEMIC PREP. OF ENTERING STUDENTS	2
TEACHER PREP.	2
RETENTION	1
CROSS-CULTURAL	1
HONORS	1
PARTNERSHIPS IN TECH/LIB. ARTS	3
COMPUTER APP. ACROSS THE DISCIPLINES	2

NUMBER OF PROJECT YEARS:

8 PROJECTS = 1 YEAR FUNDING
10 PROJECTS = 2 YEAR FUNDING

AVERAGE PROJECT FUNDING:

$28,800

EVAULATIONS OF PROJECT SUCCESS:

- PROJECT DIRECTORS' QUESTIONNAIRES = 13 YES; 1 PARTIAL; 4 NO RESPONSE
- ADMINISTRATORS' QUESTIONNAIRES = 14 YES; 4 NO RESPONSE
- PROJECT DIRECTORS' INTERVIEWS = 7 YES; 1 PARTIAL; 2 NO RESPONSE
- ADMINISTRATORS' = 9 YES; 1 NO RESPONSE

NUMBER OF REPLICATION PROJECTS:

3

APPENDIX D

"MODERATE-PERSISTENCE" PROJECT DATA

NUMBER OF PROJECTS IN THIS CATEGORY:

18

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 15 FROM ADMINISTRATORS
16 FROM PROJECT DIRECTORS

— INTERVIEWS = 4 ADMINISTRATORS
4 PROJECT DIRECTORS

NUMBER OF INTERVIEWS AND/OR QUESTIONNAIRES PER PROJECT:

— 3 PROJECTS = 4 SOURCES (I.E., 2 QUESTIONNAIRES AND 2 INTERVIEWS PER PROJECT)
— 1 PROJECT = 3 SOURCES
— 7 PROJECTS = 2 SOURCES
— 7 PROJECTS = 1 SOURCE

PERSISTENCE RESPONSES IN QUESTIONNAIRES AND INTERVIEWS:

— TOTAL POSSIBLE NUMBER OF RESPONSES (INTERVIEWS AND QUESTIONNAIRES) = 44
(36 QUESTIONNAIRES RECEIVED AND 8 POSSIBLE INTERVIEWS)

— FULL PERSISTENCE AND FUNDING = 8
— PARTIAL PERSISTENCE AND FUNDING = 28
— NO RESPONSE = 8

PERSISTENCE EXPLANATIONS:
CODE: [SEE CODE EXPLANATION FOR "HIGH-PERSISTENCE" PROJECT DATA]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	3	1	3
2	2	2	1
3	5	4	4
4	7	5	7
10	1	8	1
11	1	13	1
12	2		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	7	1	2
2	4	2	1
3	3		
4	3		
10	1		
11	1		

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	1	1	1
10	3	2	1
		3	1
		4	1
		6	1
		9	1

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	1	(NONE)	(NONE)
3	2		
4	3		
8	2		
9	1		
10	1		

PROJECT IMPACT:

PROJECT DIRECTORS		ADMINISTRATORS	
IMPACT LEVEL	NO. OF CAMPUSES	IMPACT LEVEL	NO. OF CAMPUSES
HIGH	6	HIGH	9
MODERATE	8	MODERATE	4
LOW	1	LOW	1
NO RESPONSE	3	NO RESPONSE	4

PROJECT DISTRIBUTION:

- 18 PROJECTS ON 11 CAMPUSES
- 1 CAMPUS = 3 PROJECTS
- 5 CAMPUSES = 2 PROJECTS
- 5 CAMPUSES = 1 PROJECT

PROJECT AREA/PROGRAMMATIC NEED:

AREA	NO. OF PROJECTS
BASIC SKILLS	2
TEACHER PREP.	4
RETENTION	4
CROSS-CULTURAL	3
HONORS	1
PARTNERSHIPS IN TECH/LIB. ARTS	2
COMPUTER APP. ACROSS THE DISCIPLINES	2

NUMBER OF PROJECT YEARS:

- 11 PROJECTS = 1 YEAR FUNDING
- 6 PROJECTS = 2 YEAR FUNDING
- 1 PROJECT = 3 YEAR FUNDING

AVERAGE PROJECT FUNDING:

$28,222

EVALUATIONS OF PROJECT SUCCESS:

— PROJECT DIRECTORS' QUESTIONNAIRES = 10 YES; 4 PARTIAL; 4 NO REPLY
— ADMINISTRATORS' QUESTIONNAIRES = 14 YES; 0 PARTIAL; 4 NO REPLY
— PROJECT DIRECTORS' INTERVIEWS = 2 YES; 1 PARTIAL
— ADMINISTRATORS' INTERVIEWS = 3 YES

NUMBER OF REPLICATION PROJECTS:

3

APPENDIX E

"LOW-PERSISTENCE" PROJECT DATA

NUMBER OF PROJECTS IN THIS CATEGORY:

28

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 21 FROM ADMINISTRATORS
21 FROM PROJECT DIRECTORS

— INTERVIEWS = 11 ADMINISTRATORS
14 PROJECT DIRECTORS

NUMBER OF QUESTIONNAIRES AND/OR INTERVIEWS PER PROJECT:

— 7 PROJECTS = 4 SOURCES (I.E., 2 QUESTIONNAIRES AND 2 INTERVIEWS PER PROJECT)
— 5 PROJECTS = 3 SOURCES
— 10 PROJECTS = 2 SOURCES
— 6 PROJECTS = 1 SOURCE

PERSISTENCE RESPONSES IN QUESTIONNAIRES AND INTERVIEWS:

— TOTAL POSSIBLE NUMBER OF RESPONSES (INTERVIEWS AND QUESTIONNAIRES) = 81
(56 QUESTIONNAIRES RECEIVED AND 25 POSSIBLE INTERVIEWS)

— FULL PERSISTENCE AND FUNDING = 2
— PARTIAL PERSISTENCE AND FUNDING = 5
— NO PERSISTENCE BUT SOME INFLUENCE = 60
— NO RESPONSE = 14

PERSISTENCE EXPLANATIONS:
CODE: [SEE "HIGH-PERSISTENCE" APPENDIX]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	5	1	8
2	1	2	3
3	7	4	3
4	2	5	7
5	1	8	1
7	1	9	2
10	1	13	2

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	3	1	1
4	2	2	1
9	1	10	1
10	1	11	1
		13	1

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	4	1	7
4	1	2	4
9	3	3	5
10	1	4	5
11	1	5	10
12	1	6	4
		7	4
		8	1
		9	3
		11	2
		12	1

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	1	1	2
5	2	2	1
8	1	3	3
9	3	4	4
10	2	5	9
12	1	6	3
		7	1
		8	2
		9	2
		11	2
		12	1

PROJECT IMPACT:

PROJECT DIRECTORS

IMPACT LEVEL	NO. OF CAMPUSES
HIGH	1
MODERATE	10
LOW	9
NO RESPONSE	8

ADMINISTRATORS

IMPACT LEVEL	NO. OF CAMPUSES
HIGH	4
MODERATE	13
LOW	4
NONE	1
NO RESPONSE	6

PROJECT DISTRIBUTION:

- 28 PROJECTS ON 11 CAMPUSES
- 1 CAMPUS = 4 PROJECTS
- 5 CAMPUSES = 3 PROJECTS
- 3 CAMPUSES = 2 PROJECTS
- 3 CAMPUSES = 1 PROJECT

PROJECT AREA/PROGRAMMATIC NEED:

AREA	NO. OF PROJECTS
BASIC SKILLS	7
ACADEMIC PREP. OF ENTERING STUDENTS	7
TEACHER PREP.	3
RETENTION	5
CROSS-CULTURAL	6

NUMBER OF PROJECT YEARS:

— 16 PROJECTS = 1 YEAR FUNDING
— 10 PROJECTS = 2 YEAR FUNDING
— 2 PROJECTS = 3 YEAR FUNDING

AVERAGE PROJECT FUNDING:

$32,000

EVALUATIONS OF PROJECT SUCCESS:

— PROJECT DIRECTORS' QUESTIONNAIRES = 8 YES; 13 PARTIAL; 7 NO RESPONSE
— ADMINISTRATORS' QUESTIONNAIRES = 12 YES; 10 PARTIAL; 6 NO RESPONSE
— PROJECT DIRECTORS' INTERVIEWS = 9 YES; 5 PARTIAL
— ADMINISTRATORS' INTERVIEWS = 8 YES; 1 PARTIAL; 2 NONE

NUMBER OF REPLICATION PROJECTS:

7

APPENDIX F

INTERVIEW AND QUESTIONNAIRE DATA
BASIC SKILLS PROJECTS

NUMBER OF PROJECTS:

15

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 9 FROM ADMINISTRATORS
10 FROM PROJECT DIRECTORS

— INTERVIEWS = 10 ADMINISTRATORS
11 PROJECT DIRECTORS

DISTRIBUTION OF PROJECTS BY PERSISTENCE CATEGORY:

— 6 PROJECTS IN THE HIGH-PERSISTENCE GROUP
— 2 PROJECTS IN THE MODERATE-PERSISTENCE GROUP
— 7 PROJECTS IN THE LOW-PERSISTENCE GROUP

PERSISTENCE EXPLANATIONS FOR HIGH-PERSISTENCE BASIC SKILLS PROJECTS:
[SEE CODE EXPLANATION IN APPENDIX C]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	4	0	0
2	1		
3	4		
4	2		
5	2		
12	1		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	4	0	0
2	2		
3	2		
4	2		
10	1		

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	2	1	1
2	1	3	1
3	4	7	1
4	2		
5	4		
7	1		
9	2		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	4	1	1
2	3	3	1
3	4	7	1
4	5		
8	3		
9	3		
10	2		
11	1		

PERSISTENCE EXPLANATIONS FOR LOW-PERSISTENCE BASIC SKILLS PROJECTS[1]:

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
0	0	1	1
		4	1
		5	3

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
4	1	1	1
		2	1
		5	1
		10	1

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	1	1	5
4	1	2	3
9	2	3	3
		4	3
		5	5
		6	3
		7	3
		8	1
		9	2

[1]The low number of responses for the moderate-persistence basic skills projects prevents any meaningful breakdown according to respondent or persistence factor.

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
5	1	1	1
8	1	2	1
9	1	3	1
10	1	4	2
		5	5
		6	1
		7	1
		11	1

PROJECT IMPACT:

PROJECT DIRECTORS

IMPACT LEVEL	NO. OF CAMPUSES
HIGH	5
MODERATE	3
LOW	2
NO RESPONSE	5

ADMINISTRATORS

IMPACT LEVEL	NO. OF CAMPUSES
HIGH	5
MODERATE	2
LOW	2
NO RESPONSE	6

NUMBER OF PROJECT YEARS:

— 8 PROJECTS = 1 YEAR FUNDING;
— 7 PROJECTS = 2 YEAR FUNDING

EVALUATIONS OF PROJECT SUCCESS:

— PROJECT DIRECTORS' QUESTIONNAIRES = 8 YES; 2 PARTIAL; 5 NO RESPONSE
— ADMINISTRATORS' QUESTIONNAIRES = 7 YES; 2 PARTIAL; 6 NO RESPONSE
— PROJECT DIRECTORS' INTERVIEWS = 9 YES; 2 PARTIAL; 4 NO RESPONSE
— ADMINISTRATORS' INTERVIEWS = 8 YES; 1 PARTIAL; 1 NONE; 5 NO RESPONSE

NUMBER OF REPLICATION PROJECTS:

3

APPENDIX G

INTERVIEW AND QUESTIONNAIRE DATA
ACADEMIC PREPARATION OF ENTERING STUDENTS PROJECTS

NUMBER OF PROJECTS:

9

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 7 FROM PROJECT DIRECTORS
6 FROM ADMINISTRATORS

— INTERVIEWS = 6 PROJECT DIRECTORS
5 ADMINISTRATORS

DISTRIBUTION OF PROJECTS BY PERSISTENCE CATEGORY:

— 2 PROJECTS IN THE HIGH-PERSISTENCE GROUP
— 0 PROJECTS IN THE MODERATE-PERSISTENCE GROUP
— 7 PROJECTS IN THE LOW-PERSISTENCE GROUP

PERSISTENCE EXPLANATIONS FOR ACADEMIC PREPARATION OF ENTERING STUDENTS PROJECTS[a]:
[SEE PERSISTENCE EXPLANATION CODE IN APPENDIX C]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	2	1	1
4	1	4	1
5	1	5	3

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
0	0	5	4
		11	1

[a]Since there are only nine teacher preparation projects, the persistence explanations will not be sorted by persistence level as is the case in appendix F. The positive responses which follow are, with very few exceptions, from respondents associated with high-persistence projects; the negative responses are, again with few exceptions, from those associated with low-persistence projects. The same is true for the project data in appendix H and, therefore, the persistence explanations will be consolidated in that appendix also.

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
2	1	1	1
3	3	3	1
4	1	4	1
6	1	5	4
9	2	7	1
10	2	11	1
11	1		
12	1		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
2	1	4	1
3	1	5	3
4	1	6	2
5	1	11	1
6	1		
9	2		
10	3		
12	2		

PROJECT IMPACT:

PROJECT DIRECTORS		ADMINISTRATORS	
IMPACT LEVEL	NO. OF CAMPUSES	IMPACT LEVEL	NO. OF CAMPUSES
HIGH	1	HIGH	1
MODERATE	5	MODERATE	3
LOW	1	LOW	1
NO RESPONSE	2	NONE	1
		NO RESPONSE	3

NUMBER OF PROJECT YEARS:

— 4 PROJECTS = 1 YEAR FUNDING;
— 3 PROJECTS = 2 YEAR FUNDING;
— 2 PROJECTS = 3 YEAR FUNDING

EVALUATIONS OF PROJECT SUCCESS:

— PROJECT DIRECTORS' QUESTIONNAIRES = 3 YES; 3 PARTIAL; 3 NO RESPONSE
— ADMINISTRATORS' QUESTIONNAIRES = 5 YES; 1 PARTIAL; 3 NO RESPONSE
— PROJECT DIRECTORS' INTERVIEWS = 5 YES; 1 PARTIAL; 3 NO RESPONSE
— ADMINISTRATORS' INTERVIEWS = 5 YES; 0 PARTIAL; 4 NO RESPONSE

NUMBER OF REPLICATION PROJECTS:

0

APPENDIX H

INTERVIEW AND QUESTIONNAIRE DATA
TEACHER PREPARATION PROJECTS

NUMBER OF PROJECTS:

9

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 8 FROM ADMINISTRATORS
8 FROM PROJECT DIRECTORS

— INTERVIEWS = 8 ADMINISTRATORS
9 PROJECT DIRECTORS

DISTRIBUTION OF PROJECTS BY PERSISTENCE CATEGORY:

— 2 PROJECTS IN THE HIGH-PERSISTENCE GROUP
— 4 PROJECTS IN THE MODERATE-PERSISTENCE GROUP
— 3 PROJECTS IN THE LOW-PERSISTENCE GROUP

PERSISTENCE EXPLANATIONS FOR TEACHER PREPARATION PROJECTS:
[SEE PERSISTENCE CODE IN APPENDIX C]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	2	1	1
2	1	4	2
3	1	5	2
4	3		
5	1		
10	1		
11	1		
12	1		

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	3	1	1
2	2	5	3
4	2		

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	-	1	2
2	1	2	2
3	3	3	2
5	2	4	2
9	2	5	4
10	5	6	2
11	2	7	1
12	3	8	1
		9	2
		11	1
		12	1

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	3	1	1
2	2	3	1
3	5	4	1
4	5	5	2
5	3	8	3
8	3	9	2
9	4	12	1
10	3		
11	1		
12	1		

PROJECT IMPACT:

PROJECT DIRECTORS		ADMINISTRATORS	
IMPACT LEVEL	NO. OF CAMPUSES	IMPACT LEVEL	NO. OF CAMPUSES
HIGH	4	HIGH	2
MODERATE	3	MODERATE	6
LOW	1	LOW	0
NO RESPONSE	1	NO RESPONSE	1

NUMBER OF PROJECT YEARS:

— 6 PROJECTS = 1 YEAR FUNDING;
— 3 PROJECTS = 2 YEAR FUNDING

EVALUATIONS OF PROJECT SUCCESS:

— PROJECT DIRECTORS' QUESTIONNAIRES = 5 YES; 3 PARTIAL; 1 NO RESPONSE
— ADMINISTRATORS' QUESTIONNAIRES = 6 YES; 2 PARTIAL; 1 NO RESPONSE
— PROJECT DIRECTORS' INTERVIEWS = 4 YES; 4 PARTIAL; 1 NO RESPONSE
— ADMINISTRATORS' INTERVIEWS = 7 YES; 1 NO; 1 NO RESPONSE

NUMBER OF REPLICATION PROJECTS:

0

APPENDIX I

REPLICATION/INTERCAMPUS PROJECTS

TOTAL NUMBER OF PROJECTS:

18

NUMBER OF QUESTIONNAIRES RECEIVED AND INTERVIEWS CONDUCTED:

— QUESTIONNAIRES = 12 FROM PROJECT DIRECTORS
13 FROM ADMINISTRATORS

— INTERVIEWS = 2 PROJECT DIRECTORS
4 ADMINISTRATORS

DISTRIBUTION OF PROJECTS BY PERSISTENCE CATEGORY:

— 4 PROJECTS = HIGH PERSISTENCE GROUP
— 6 PROJECTS = MODERATE PERSISTENCE GROUP
— 8 PROJECTS = LOW PERSISTENCE GROUP

PERSISTENCE EXPLANATIONS FOR REPLICATION PROJECTS:

[SEE PERSISTENCE EXPLANATION CODE IN APPENDIX A]

QUESTIONNAIRE RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	5	1	3
3	7	2	2
4	3	4	2
5	2	5	3
8	1	8	1
10	1	9	2
12	2	13	2

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
1	5	1	1
2	2	2	1
3	3	5	2
4	2	10	1
9	1	13	1
10	3		

INTERVIEW RESPONSES EXPLAINING PERSISTENCE

PROJECT DIRECTORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	1	1	1
9	1	2	1
		3	1
		4	2
		5	1
		7	1
		9	1
		11	1

ADMINISTRATORS

POSITIVE FACTORS	NUMBER RESPONSES	NEGATIVE FACTORS	NUMBER RESPONSES
3	1	1	1
4	2	3	2
5	3	4	1
8	2	5	2
9	3	6	1
10	2	8	1
11	1		

PROJECT IMPACT:

PROJECT DIRECTORS

IMPACT LEVEL	NO. OF REPLIES
HIGH	5
MODERATE	3
LOW	4

ADMINISTRATORS

IMPACT LEVEL	NO. OF REPLIES
HIGH	7
MODERATE	4
LOW	1
NO RESPONSE	1

NUMBER OF PROJECT YEARS:

- 13 PROJECTS = 1 YEAR FUNDING;
- 4 PROJECTS = 2 YEAR FUNDING;
- 1 PROJECT = 3 YEAR FUNDING

EVALUATIONS OF PROJECT SUCCESS:

- PROJECT DIRECTORS' QUESTIONNAIRES = 6 YES; 6 PARTIAL
- ADMINISTRATORS' QUESTIONNAIRES = 8 YES; 3 PARTIAL; 2 NO RESPONSE
- PROJECT DIRECTORS' INTERVIEWS = 1 YES; 1 PARTIAL
- ADMINISTRATORS' INTERVIEWS = 3 YES; 1 NONE

AVERAGE PROJECT COST:

$15,997

DEGREE TO WHICH PROJECT OUTCOMES PARALLELED THOSE OF ORIGINAL PROJECT[1]:

— 5 PROJECTS = CLOSELY;
— 3 PROJECTS = SIGNIFICANTLY;
— 4 PROJECTS = PARTIALLY;
— 6 PROJECTS = NO RESPONSE

NATURE OF RELATIONSHIP WITH THE DIRECTOR OF THE MODEL PROJECT:

— 10 PROJECTS = VERY COOPERATIVE;
— 1 PROJECT = NO CONTACT;
— 7 PROJECTS = NO RESPONSE

EXPLANATION FOR COOPERATION OR LACK THEREOF:

— 3 PROJECTS = PROJECT DIRECTORS' PERSISTENCE;
— 6 PROJECTS = MUTUAL PERSISTENCE OF DIRECTOR AND CONSULTANT;
— 1 PROJECT = INAPPROPRIATE ADVICE OF CONSULTANT;
— 8 PROJECTS = NO RESPONSE

[1]The data for this and the following portions of this appendix are drawn from questions 22-25 in the project directors' questionnaire. Five directors of replication projects did not return their questionnaires; one who did left these questions blank.

APPENDIX J
PROJECT DIRECTOR QUESTIONNAIRE

12 October 1987

REPLY REQUESTED BY
30 OCTOBER 1987

Dear Professor

I have been asked by the Academic Program Improvement (API) office of the California State University to conduct a survey of its grant activity between 1980 and 1986. Such a survey is in conformity with API policy and past practice and was referred to in the original award letter, a copy of which you received as a project director.

The purpose of the survey is to assess the impact, both direct and indirect, of API projects during this period. The survey results will be shared by API with those (e.g., Trustees, legislators, the Department of Finance, and other agencies) who wish to familiarize themselves with API granting activities. The information will also be used by API to improve its project selection and grant administration procedures.

Attached is a questionnaire for all of those who served as project directors during 1980 to 1986. Please do not hesitate to respond even though your project may not be continuing or you have little impact to report. As you know, the purpose of API grants is to encourage experimentation, and it is as important to know as much about projects that do not continue as about those that do. I assure you that your responses will be used only to report on the impact of API grants by category or in the aggregate and that no references to individual grants or comparisons between them will be made.

I appreciate your willingness to take the time to complete the questionnaire by the date indicated above. API is frequently asked to document its activities in order to continue to receive grant funds. This periodic survey is therefore important to API and to those faculty who may seek an API grant in the future. Your input is essential since you are in the best position to evaluate the impact of your project.

Thank your for your cooperation.

Sincerely,

Neil Rabitoy
Professor of History
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

QUESTIONNAIRE FOR API PROJECT DIRECTORS

Name _____ Campus _____

Department _____ Title _____

Project Title _____

Year of Grant _____

1. Which of the following statements most appropriately characterizes the current state of the project:

_____ Continuing as implemented and supported by the regular campus budget

_____ Continuing in part and supported by the regular campus budget

_____ Discontinued entirely but evidence of a positive influence still exists

_____ Discontinued entirely and with no apparent influence on campus

Please explain your response.

_____

_____

_____

_____

_____

2. Given the scope of the project, how would you rank its ultimate impact?

____High
____Moderate
____Low
____Nonexistent

3. If the project activities have had a significant impact or have been intitutionalized, in whole or in part, on your campus, please suggest why (e.g., compatibility with campus goals, administrative support, project leadership, etc.).

_____

_____

_____

_____

_____

4. If the project has had less than your originally anticipated impact or currently exists only in part or not at all, please list the most important reasons why (e.g., funding, administrative support, student or faculty apathy, technical complications, etc.).

_____

_____

_____

_____

_____

5. Did the project result in a significant change in the way you teach?

_____Yes _____No

6. Did the project result in a significant change in what you teach?

_____Yes _____No

7. What effect did the project have on your research activities?

_____Favorable _____Unfavorable _____No effect

8. Did the receipt of this API grant in any way influence your professional status (i.e., in your field, promotion, retention, tenure, general prestige)?

____Yes
____No
____Comment_____

_____

9. How many students would you estimate have been directly affected as a result of the project?

_____

10. Have the results of the project been disseminated among colleagues on your campus?

____Yes ____No ____Somewhat

11. How were the project outcomes communicated to campus colleagues?

____Informal conversation ____Workshops and colloquia
____Team teaching efforts ____Committee work

____Other (please specify)_____

12. What were the major effects of project dissemination on your campus?
(check as appropriate)

____Change in campus curriculum
____Change in school curriculum
____Change in department curriculum
____Change in teaching methods
____Change in advisement procedures/perceptions
____Impact on resource allocation decisions
____Impact on personnel decisions
____Impact on research and grant activities
____No significant impact
____Other _____

13. Have the project results been disseminated among colleagues on campuses not involved with the project?

____Yes ____No ____Partially

14. How were the project outcomes communicated to off-campus colleagues?

___Informal conversation
___Presentation of paper
___Publication
___Consultant work
___Workshops
___Committee work
___grant application

___Other (please specify)_____

15. What seem to be the most obvious consequences of project dissemination beyond the administering campus(es)? (check as appropriate)

___Curricular changes
___Resource allocation decisions
___Research and grant activities
___Changes in teaching methods
___Personnel decisions
___No obvious consequences

___Other (please specify)_____

16. Which of the following have resulted from the project and how many of each?

ACTIVITY	NUMBER
___Publications	___
___Presentation of papers	___
___Consulting contracts	___
___Additional grant applications	___
___Additional grants received	___
___Other_____	___

17. Did the idea for this project originate with:

___yourself
___a faculty colleague
___a campus administrator

18. Do you consider the project a success?

___Yes ___No ___A partial success

19. Please make any additional comments about the value (or lack of value) of the project to you personally, to your department, school, campus, or the CSU.

_____

_____

_____

_____

_____

_____

_____

20. How well known is the API grant program among your colleagues?

____Very well known
____Moderately well known
____Vaguely known
____Unknown

21. Did API provide an appropriate level of administrative support for your project?

____Yes
____No

Comment_____

_____

_____

PLEASE NOTE:
THE FOLLOWING QUESTIONS ARE ONLY FOR THE DIRECTORS OF REPLICATION PROJECTS

22. To what extent do you believe the outcomes of this project parallel those of the original project?

____Closely ____Significantly ____Partially ____Not at all

23. If the response to question 22 is "partially" or "not at all," please list the most important reasons why.

_____

_____

_____

24. Which of the following most closely describes your relationship with the consultant from the original project?

____Very cooperative and useful
____Moderately cooperative and useful
____Little contact and assistance
____No contact and assistance

Please explain your response

_____

_____

_____

_____

25. In retrospect, was the level of cooperation with the consultant, or lack thereof, due to:

____your persistence in seeking assistance
____the consultant's persistence in offering assistance
____reluctance to draw upon external support
____a lack of willingness to cooperate on the part of the consultant
____the inappropriateness of the consultant's advice given different conditions on your campus

____other (please specify)_____

_____

_____

_____

APPENDIX K
QUESTIONNAIRE FOR CAMPUS ADMINISTRATORS

12 October 1987

REPLY REQUESTED BY
30 OCTOBER 1987

Dear Dr.

I have been asked by the Academic Program Improvement (API) office of the California State University to conduct a survey of the impact of its grant activity between 1980 and 1986. Such a survey is in conformity with API policy and past practice and was referred to in the original award letter(s) to your campus.

The purpose of the survey is to assess the impact, both direct and indirect, of API projects during this period. The survey results will be used by API to describe its program to the Trustees, to the Department of Finance, to the Legislature, and to the CSU community. They will also be used by API to improve its project selection and grant administration procedures.

Enclosed is a questionnaire on each grant awarded to your campus between 1980 and 1986. I recognize that you may not have a personal knowledge of some, perhaps any of the projects. In such cases, would you please refer the questionnaires to the persons on your campus, other than the project director, who are most knowledgeable about the project(s).

I have sent a similar, but longer, questionnaire to the project directors. In the cover letter to that questionnaire I have assured them, as I assure you, that the responses to all questionnaires will be used only to report on the impact of API grants by category or in the aggregate and that no references to individual grants or comparisons between them will be made.

Thank you for your assistance.

Sincerely,

Neil Rabitoy
Professor of History
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

QUESTIONNAIRE FOR CAMPUS ADMINISTRATORS

REPLY REQUESTED BY 30 OCTOBER 1987

PLEASE RETURN TO:

Prof. Neil Rabitoy
Department of History
California State University,
Los Angeles
5151 State University Drive
Los Angeles, Ca. 90032

Name _____ Campus _____

Title _____

Project Title _____

Year of Grant _____

1. How would you rate your knowledge of this project?

___Good ___Fair ___Poor

2. What level of formal responsibility did you have for this project?

___High ___Medium ___Low ___None

3. Which of the following statements most appropriately characterizes the current state of the project?

___Continuing as implemented and supported by the regular campus budget

___Continuing in part and supported by the regular campus budget

___Discontinued entirely but evidence of a positive influence still exists

___Discontinued entirely and with no apparent influence on campus

4. Given the scope of the project, how would you rank its ultimate impact?

____High
____Moderate
____Low
____Nonexistent

5. If the project activities have had a significant impact or have been institutionalized, in whole or in part, on your campus, please suggest why (e.g., compatibility with campus goals, administrative support, project leadership, etc.).

_____

_____

_____

_____

6. If the project has had less than the originally anticipated impact or currently exists only in part or not at all, please list the most important reasons why (e.g., funding, administrative support, student or faculty apathy, project leadership, technical complications, original idea flawed, etc.).

_____

_____

_____

_____

7. Have the outcomes of this project been disseminated on your campus beyond the original pilot setting?

____Yes ____No ____Partially

The California State University
Academic Program Improvement
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275