CALIFORNIA COMMUNITY COLLEGES
AND
RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

#88-0011
California Community Colleges  
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>88-0011</td>
<td>Rancho Santiago</td>
<td>Rancho Santiago</td>
</tr>
</tbody>
</table>

**PROJECT TITLE**

**Matriculation Curricula for Noncredit ESL Students**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $9,886</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Implementation Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Matriculation</td>
<td>Non Credit</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Nixon, Ass’t Dean Centennial Edu Center</td>
<td>Jerome Hunter, Admin Dean Continuing Edu</td>
</tr>
</tbody>
</table>

**PROPOSAL DESCRIPTION**

Clearly, a major challenge facing community colleges is the matriculation of primarily Hispanic, noncredit ESL students to other, more advanced credit, and noncredit educational and vocational programs, in which they are presently significantly underrepresented.

Through this project, Rancho Santiago College will hire and/or assign a part-time counselor who, in collaboration with other instructional and student services staff, will define the essential components of matriculation curricula and pilot them among the students and classes in the seven-level, competency-based, noncredit ESL program. The major components of the matriculation curricula will be admissions, including assessment and placement, orientation, and follow-up. Because of the high regard held for the ESL program at Rancho Santiago, that college will be in a very good position to share its noncredit matriculation program with other colleges with similar needs.
Rancho Santiago Community College District

Defining and Piloting Matriculation Curricula for Non-Credit ESL Students

Rancho Santiago College currently serves over 12,000 students in its non-credit ESL program. Not only do these students comprise the largest program of the college, they also represent the largest identifiable cohort of educationally and economically disadvantaged students served by the college. Approximately 70% of the non-credit ESL students are Hispanic and another 20% are Southeast Asian. As a combined group, 60% of these adult students have not completed high school, while 55% indicate family incomes at or below the federally defined poverty level. Even more telling to the goal of this project is the contrast between the demographics of the non-credit ESL program and the demographics of the college's adult high school diploma program (55% Hispanic enrollment) and the college's credit programs (13% Hispanic enrollment; 11% Asian enrollment).

Clearly, a major challenge facing the college is the matriculation of primarily non-credit ESL students to other, more advanced credit and non-credit educational and vocational programs, in which they are significantly underrepresented. Providing appropriate career guidance services, largely unavailable to non-credit ESL students due to limited resources, will mark an important first step toward the successful matriculation of this large group of students, who are most in need of continuing their education beyond competency in survival English. This project will provide the college with an opportunity to define and pilot matriculation curricula for these students.

While matriculation for college credit students appears to be a (funded) reality for California Community Colleges, non-credit matriculation is only a future possibility. The Board of Governors Basic Agenda, however, does not distinguish between the needs of credit and non-credit students when, in Objective C, it calls for initiatives on matriculation, underrepresented students, and unmet needs in student services. Certainly, for colleges like Rancho Santiago College, matriculation must address the needs of both credit and non-credit students if the community is to be adequately and equitably served.

Through this project, the Continuing Education Division of Rancho Santiago College will hire and/or assign a part-time counselor who, in collaboration with other instructional and student services staff, will define the essential components of matriculation curricula and pilot them among the students and classes composing the seven level, competency based, non-credit ESL program. The major components of the matriculation curricula will be...
admissions, including assessment and placement, orientation, career guidance, and follow-up. The curriculum development process will include extensive work with division faculty, college student services staff, and students to determine needs, objectives, and activities. Piloting the resulting curricula will also involve extensive participation and input from faculty, staff, and students, including monitoring and evaluation activities. The overall goal of the project is to create an effective and efficient matriculation program for non-credit ESL students that may become institutionalized beyond the grant year. Of course, Rancho Santiago hopes that matriculation funding for non-credit students soon will become a reality, and, when it does, Rancho Santiago will have begun implementation. In addition, Rancho Santiago College will be in a position to share its non-credit matriculation program with other districts with similar needs.
Defining and Piloting Matriculation Curricula for Non-Credit ESL Students

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

This project responds directly to 84381 (c), programs addressing special learning needs of educationally disadvantaged students. The students served by this project are ESL students in the college’s non-credit program. The majority (70%) are Hispanic adults who have very limited educational backgrounds (65% have not completed high school). These students recognize the value of learning English, at least at a survival level, but they do not move on to other educational and vocational programs in significant numbers. As educationally disadvantaged students, they often are not aware of their own aptitudes and interests, and certainly they are not aware of the educational and vocational training opportunities available to them. Without an effective matriculation program, too many of these students will likely remain educationally disadvantaged, and probably economically disadvantaged, as well. In addition, without matriculation services for these students the college will have a most difficult task in its outreach effort to minority communities within the District.

This project is a new development. Although the college has developed and submitted to the Chancellor’s Office a matriculation plan, it only addresses college credit students. Non-credit ESL students at Rancho Santiago College make-up about 25% of the total district enrollment and should not be ignored in matriculation efforts. The matriculation curricula resulting from this project will reflect some of the same components as the credit matriculation plan, but the objectives and activities will be tailored to the needs and interests of non-credit students.

The Continuing Education Division of Rancho Santiago College will conduct the development and implementation of this project. Project and division staff will consult with student services staff from the credit program. In addition, the experience and expertise of staff from other colleges with substantial non-credit programs will be sought. Clearly, this grant cannot fund the entire effort required to bring this project to fruition. Rancho Santiago College is committed to
non-credit matriculation and will appropriate resources, both people and material, to the
project.

BASIC AGENDA

The intentions of this project relate directly to Objective C - - Student Access and Success. The
desired outcome, objectives, and activities of this project match the three initiatives
defined under the objective - matriculation, underrepresented students, and unmet needs in
student services.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

This project will address the significant needs of a large group of educationally and economically disadvantaged minority adults. The ESL program of the Continuing Education Division of Rancho Santiago College currently enrolls just over 12,000 students. The majority of these students (approximately 70%) are first generation Hispanic immigrants who have very weak educational backgrounds and most often low paying jobs. The majority of the remaining 30% are first generation Southeast Asian refugees who are older (median age of 41) and also in need of basic skills development and possibly occupational training (the majority of younger Southeast Asian refugees have long since moved beyond the levels of educational services provided by continuing/adult education programs). All of these students recognize the need to become at least minimally proficient in English. However, as a group they have neither access to appropriate and adequate information about educational and occupational training opportunities nor adequate self-knowledge about the own aptitudes and interests.

As described above, the demographics of the college credit programs at Rancho Santiago College do not match either the community or the demographics of the Continuing Education Division. Current outreach efforts of the college aimed at the Hispanic community, in particular, have not been directed at Continuing Education ESL students, and the student services resources of the Continuing Education Division are limited to serving the needs of the adult high school and adult basic education students. The college simply has not had the resources to develop and implement a matriculation program for the thousands of non-credit ESL students. Paradoxically, this group of students represents an almost limitless, in-house pool of candidates for matriculation to other non-credit and college credit programs.

Presently any career guidance services available to non-credit ESL students are delivered through their classes by the ESL instructors. The primary charge of these instructors is to teach English comprehension and production, and while they may attempt to provide information on educational and vocational training opportunities, they have neither the time nor the expertise to deliver adequately career guidance curricula. Indeed, the Continuing Education Division has not been able to develop such curricula. At best, Continuing Education has been nominally successful in directing and assisting about 15% of the ESL students to matriculate to either the adult basic education or adult high school programs. Once in these programs, the non-credit students have access to an array of college credit outreach services, which are simply not available to non-credit ESL students.

The desired outcome of this project is to increase significantly the number of non-credit ESL students who matriculate to other non-credit and college credit programs, including vocational training programs.
3. Population To Be Served

POPULATION SERVED

As described above, this project is directed at the approximately 12,000 non-credit ESL students enrolled through the Continuing Education Division of Rancho Santiago College. Serving the communities of Orange and Santa Ana, the non-credit ESL program is the largest program of the college. The non-credit ESL students form a largely educationally and economically disadvantaged group. They are first generation immigrants, who need to develop English language proficiency, basic skills proficiency, and employment and employability skills. From the demographic data presented above, it is clear that this target population, particularly the Hispanic cohort, is at once in need of the programs and services (beyond non-credit ESL) offered by the college and underrepresented in all other college programs.

Although the target population includes all 12,000 students, the pilot implementation of the matriculation plan and curricula will focus on approximately 500 students, from 20 classes. The classes will be selected from all seven levels of the non-credit ESL program and from among the over 40 sites in the District where classes are offered. In addition, the project will affect the instructors (20), who will participate in developing and piloting the project.
4. Objectives

OBJECTIVES

1. By January, 1989, project staff will have defined and developed a comprehensive matriculation plan and curricula for non-credit ESL students. The plan and curricula will include, but not be limited to, the components of admissions, including assessment and placement, orientation, career guidance, and follow-up.

2. By June, 1989, project staff will have piloted the matriculation plan and curricula in at least 20 non-credit ESL classes reaching approximately 500 students. Piloting will be preceded by a comprehensive staff development effort directed at the affected instructors and delivered by project staff.

3. By the end of June, 1988, project staff will have prepared a comprehensive evaluation report on the matriculation plan, curricula, and pilot testing. The evaluation report will include, but not be limited to, student and instructor surveys, pre and post assessments on career guidance and follow-up activities, and data on students who matriculate to other college credit and non-credit programs.

The development of the matriculation plan and curricula will build upon existing literature and practice in non-credit matriculation. Project staff will research existing programs, first looking at the established practices of at least one successful model at the San Francisco Community College Centers. In addition, the project will build upon the experiences and practices of the Rancho Santiago College (credit) matriculation plan.
5. Workplan Narrative

ACTIVITIES

1. By January, 1989, project staff will have defined and developed a comprehensive matriculation plan and curricula for non-credit ESL students.
   Activities:
   a. hire/assign part-time counselor to coordinate the project under the supervision of the ESL coordinators and division administrators.
   b. identify faculty and other division counselors who will work as project staff, both as project developers and pilot testing participants.
   c. project staff will define components and objectives for matriculation plan and curricula.
   d. project staff will research/visit existing, successful programs, including San Francisco Community College Centers.
   e. Project staff will survey students and staff on matriculation needs and interests.
   f. project staff will write matriculation plan and curricula.
   Costs:
   a. $3,943 (funded) for part-time project counselor (12 hours per week).
   b. approximately $3,000 (in-kind) for extra pay for participating faculty.
   c. $1,000 (match) for travel expenses.
   d. $1,000 (funded) for instructional materials and duplication.
   e. Total cost for Objective 1: $8,943
   Evaluation:
   Formative evaluation activities will include review of draft plan and curricula by faculty, counselors, and administrators and written reports on research and visitations.

2. By June, 1989, project staff will have piloted the matriculation plan and curricula in at least 20 non-credit ESL classes, reaching approximately 500 students.
   Activities
   a. The project staff will conduct staff development program on matriculation plan and curricula for participating faculty.
   b. Project staff will pilot test plan the curricula among 500 students in 20 classes.
   Costs
   a. $3,943 (funded) for project counselor
   b. approximately $1,500 (in-kind) for extra pay for participating faculty.
   c. $1,000 (funded) for instructional materials and duplication.
   d. Total cost for Objective 2: $6,443
Evaluation:
   a. survey participating faculty on effectiveness of staff development program.
   b. survey faculty and students on pilot implementation of matriculation plan and curricula.
   c. collect data on career guidance assessment activities.
   d. collect data on students who matriculate to other college and non-credit programs as a result of pilot testing.

3. By the end of June, 1988, project staff will have prepared a comprehensive evaluation report on the matriculation plan, curricula, and pilot testing.

Activities:
   a. summative evaluation activities, resulting in a comprehensive evaluation report, will include interpretation of final survey on pilot implementation, compilation and interpretation of student performance data from pre and post career guidance assessment activities, compilation and interpretation of data from follow-up activities on students who matriculate to other programs.
   b. submit final report to division counselors, ESL committee, ESL coordinators and administrators for review.

Costs: Costs for project counselor included under Objective 2.
Evaluation: Division counselors, ESL committee, ESL coordinators, and administrators will review and provide input to the final evaluation report, which will be used to develop strategies for the institutionalization of the matriculation plan and curricula.
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY, AND DISSEMINATION

Successful non-credit matriculation plan and curricula will significantly and positively impact college credit and non-credit programs. If only 25% of the non-credit ESL students in a given year matriculate to other programs, the enrollment in those programs could rise by as many as 3,000 students. This would translate into a success story for the students, the community, and the college. If the pilot implementation is successful, the college will commit resources to continue and institutionalize the matriculation services to non-credit ESL students. In addition, a successful project should result in interest by other colleges with similar instructional programs and clientele. Any college or district interested in the project will be able to request the plan and curricula.
7. Evaluation Plan

EVALUATION PLAN

The evaluation plan is one of the primary components of this project and thus is fully detailed under each objective.
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]