CALIFORNIA COMMUNITY COLLEGES
AND
SOUTHWESTERN
COMMUNITY COLLEGE DISTRICT

#88-0436
**FISCAL YEAR** | **ID NUMBER** | **COLLEGE** | **DISTRICT**
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1988-89 | 88-0436 | Southwestern | Southwestern

**PROJECT TITLE**

Transfer Program Completion for Limited-English Proficient Students

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**PROJECT DIRECTOR**

Jaime Salazar, Dir Transfer Cntr & Student Affairs

**PROPOSAL DESCRIPTION**

To meet the identified needs of ESL students, this project proposes to develop a “Transfer Program” for LEP students with five major objectives --- (1) develop a self-assessment instrument that will allow for the formulation of an Individual Learning Plan (ILP), (2) provide a comprehensive Transfer Orientation component for LEP students by expanding the existing ESL orientation program, (3) provide a coordinated program of study for LEP students to promote their transition into the transfer program, (4) provide a comprehensive linkage program with four-year institutions, and (5) provide a co-enrollment program of study with designated transfer courses in which LEP students can succeed.
Southwestern Community College District

Transfer Program Completion for Limited-English Proficient Students

Southwestern College proposes a model program that will provide access to and success in Transfer programs for Limited-English Proficient (LEP) students. The proposed "Transfer Program Completion for LEP Students" project can serve as a model for other community colleges because it is comprehensive, guides students into and through the Transfer Program regardless of initial level of English proficiency, and involves a team approach to assure coordination of all necessary components.
Southwestern Community College District

Transfer Program Completion for Limited-English Proficient Students

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

Southwestern College proposes a model program that will provide access to and success in Transfer programs for Limited-English Proficient (LEP) students. The proposed “Transfer Program Completion for LEP Students” project can serve as a model for other community colleges because it is comprehensive, guides students into and through the Transfer Program regardless of initial level of English proficiency, and involves a team approach to assure coordination of all necessary components.

NEED FOR COMPREHENSIVE TRANSFER PROGRAM FOR LEP STUDENTS

SWC has a strong ESL program for its LEP students. However, it has no targeted programs or procedures that motivate or enable LEP students to access and remain in the Transfer Program, other than those already in place for the student body as a whole. A comprehensive, carefully designed program is necessary to address the outstanding needs of SWC’s LEP students so they can make the transition into the Transfer Program.

[CHART DELETED]

Current Programs for LEP Students. In the past several years, SWC has significantly strengthened its general ESL Program for LEP students. Areas of strength include:

1. Articulation agreement between Sweetwater Union High School District and SWC for ESL programs and courses.
   The implementation of this agreement has provided a clear path to enable LEP students to transition smoothly from the local feeder high schools to SWC’s programs.

2. Provision of college credit ESL program.
   SWC was the first college in the State to be certified under the new Title V regulations (Chancellor’s Office) to provide exclusively credit ESL classes for LEP students. This has resulted in a greater enrollment and retention of LEP students.

3. Articulation with mainstream English courses.
   Upon completion of SWC’s ESL Program, students are able to enter mainstream English courses. They can do this after completing one of two modes of study:
   - Intensive Day Program (three semesters)
   - Regular Evening Program (four semesters).

4. Orientation Program for entering LEP students.
   SWC’s orientation is designed to acquaint ESL students with the variety of services, opportunities and programs available to them on campus. It features bilingual presentations, campus tours and conferences with instructors.
Transfer Needs of SWC's LEP Students.

The general ESL needs of the LEP students at Southwestern College are being addressed in a comprehensive manner. However, the proposed project will now give SWC an opportunity to address the specific transfer needs of its LEP students.

Although SWC has recently implemented a Transfer Center, LEP students face several institutional barriers which prevent them from fully utilizing its services. These barriers affect both their college participation rates and their ability to access, transition into and succeed in Transfer programs.

Five areas of need have been identified that can be addressed by the proposed project:

1. Lack of integrated plan and process to facilitate LEP student entrance into college mainstream programs.
   LEP students are isolated from mainstream college instructional programs and many support services by their very lack of English skills. Many such students face one to four semesters of second language instruction (ESL) before entering college academic and vocational programs. This long and isolated "preparation time can be a barrier to their retention in a long-term educational program. Early identification of educational goals, needs and interests is needed to strengthen ESL student motivation and facilitate their entry into the college mainstream programs.
   
   Additionally, LEP students do not always receive appropriate services because counseling and instructional staff lack the necessary information to assist them. An established system of assessment for ESL students leading to a comprehensive Individual Learning Plan (ILP) is needed to provide information for the provision of necessary and targeted services.

2. Lack of in-depth knowledge of Transfer Program, courses, and Transfer Center services and activities.
   LEP students need a comprehensive Orientation component on Transfer goals, services, and majors that is available to them regardless of their level of English proficiency or learning style. This information is not readily available to them at the present time.

3. Lack of a core program of study to articulate with the Transfer Program.
   LEP students currently have an ESL Program that mainstreams with college English courses. However, they have no core program that can mainstream them directly into the Transfer Program as a whole.

4. Lack of meaningful information on four-year institutions.
   LEP students often lack knowledge of programs, support services and opportunities at four-year institutions. They may be unable to visualize themselves in a four-year degree program or in the potential career opportunities that would result. A comprehensive
program is needed to acquaint, motivate and link them to a four-year institution to assure they can successfully transfer from SWC.

5. Lack of process to match ESL students to appropriate transfer courses. ESL students face another major instructional barrier to their successful mainstreaming into SWC college programs and courses: lack of faculty awareness and, at times, sensitivity to the instructional needs of non-native speakers. Transfer courses which are designed and taught so that LEP students can co-enroll are needed in various discipline clusters. Strategies are needed to 1) facilitate active coordination and communication with college faculty, and 2) promote positive student-faculty interaction.

OVERALL APPROACH AND METHODOLOGY

The proposed project will be planned and implemented through a team approach involving identified staff from several areas: Student Services, the Transfer Center, Communication Arts (which administers the ESL Program) and several academic disciplines (including history and the sciences). Additionally, staff from SDSU and UCSD will be involved in the design and implementation of the comprehensive linkage program.

The team that will be involved in the project planning and implementation is the same team that has met to create and develop this proposal.

The team approach has been instituted to assure that the resultant program will be comprehensive, will meet the five identified needs of LEP students (as discussed above), and will become institutionalized. Each component of the proposed project will be evaluated on an ongoing basis to assure its relevance to the program as a whole as well as its internal strength.
3. Population To Be Served

STUDENT DEMOGRAPHICS

Southwestern College (SWC) is located in the southern portion of San Diego County and serves a diverse ethnic population of some 350,000 people. The college campus is located 12 miles south of the City of San Diego and eight miles north of the U.S.-Mexican International border. Over 14,000 students take classes at this campus. SWC also operates an educational center in San Ysidro, California, situated on the border and serving an additional 400 students. Because of its location, SWC attracts a wide range of students from all ethnic origins, particularly those with limited-English proficiency.

About 61 percent of SWC students come from minority groups, the largest of which (34 percent) is Hispanic. (See Figure 1 for ethnic profile of students enrolled at SWC 1980-88.) While SWC enrollment is growing in absolute numbers, the percentage of minority enrollment is also steadily increasing (up from 47 percent in 1980), a trend which is expected to continue as indicated by the ethnicity of students currently enrolled in the area junior and senior high feeder schools.

During the current Fall semester (1988), 579 students are actively enrolled in ESL courses, with 91 percent of those LEP v students being Hispanic. The proposed "Transfer Program Completion for LEP Students" is designed specifically to strengthen the transfer function of SWC for this core group of students.
4. Objectives

In order to meet the identified needs of ESL students, Southwestern College proposes to develop a "Transfer Program for LEP Students", with five major objectives.

1. Develop a self-assessment instrument for LEP target students that will allow the formulation of a comprehensive Individual Learning Plan.

2. Provide a comprehensive Transfer orientation component for LEP students by expanding and enhancing the existing college ESL orientation program.

3. Provide a coordinated program of study for LEP students that will promote their rapid access to and successful transition into the Transfer Program.

4. Provide a comprehensive linkage program with four-year colleges and universities to strengthen SWC's transfer function and commitment for LEP students.

5. Provide a co-enrollment program of study with designated transfer courses in which LEP students can succeed.
5. Workplan Narrative

WORK STATEMENT
OVERVIEW

The five objectives of the project will be accomplished in two phases, --- a Spring semester planning phase (January through June 1989) and a Fall semester implementation phase (September 1989 through January 1990). All products, policies and procedures developed during the planning phase and field tested during the implementation phase will then become a part of the ongoing Southwestern College comprehensive program for Limited-English Proficient students.

The planning and implementation phases will be accomplished through a team approach, with oversight, planning, evaluation and implementation the responsibility of a core team of faculty and staff (as identified in Section V below). This will allow the continuity that is necessary to assure a quality program that will continue after external funding for it has ended. The five objectives of the project, together with a detailed description of the tasks and work proposed for each objective, are discussed below. Specific timeframes for each task are addressed in Section IV. Program Schedule, which follows.

TASKS AND WORK PROPOSED FOR FIVE PROJECT OBJECTIVES

1. ASSESSMENT:
   Develop a self-assessment instrument for Limited-English Proficient (LEP) target students that allows the formulation of a comprehensive Individual Learning Plan (ILP).

   The self-assessment instrument will elicit the following information about LEP students
   a. Educational goal
   b. Years of education (in country of origin or in U.S.)
   c. Career interest
   d. Family educational history
   e. Self appraisal of learning skills and of basic skills
   f. Indication of interest in receiving support service information (counseling, tutoring, etc.)

   The self-assessment, together with other information developed through counselor and instructor appraisal, evaluation and discussions, will supply the necessary information to develop a comprehensive ILP for the LEP student. The ILP will in turn coordinate the full range of matriculation and transfer activities and objectives for the LEP student (regardless of initial level of English proficiency) that will be developed through the other four objectives of this project, including:
   - enriched orientation activities;
   - coordinated program of study;
   - university linkage activities;
co-enrollment opportunities.

During the Fall semester of 1989, a minimum of 30 LEP students will develop comprehensive ILP's including transfer educational goal, program of study, course sequencing and service referrals—all as a result of the comprehensive information gathered through the self-assessment and other instruments.

Activities related to this objective include:

1.1 Research and evaluate relevant resources for effective self-appraisal question content, phraseology and format (including Santa Barbara College and CASAS--Comprehensive Adult Student Assessment System).

1.2 Identify and confirm those questions that will best elicit the information needed to design a comprehensive ILP.

1.3 Develop a self-assessment instrument in English and Spanish in simple, easy-to-understand language and format (preferably in the form of a Scantron instrument to facilitate coding).

1.4 Pilot/field test the self-assessment instrument on one ESL class (30 students).

1.5 Evaluate effectiveness of instrument in eliciting appropriate and relevant information to the development of a comprehensive ILP.

1.6 Revise/modify instrument as necessary, based on 1.5 above.

1.7 Implement self-assessment instrument with all incoming LEP students.

2. ORIENTATION:

Provide a comprehensive Transfer Orientation component for LEP students by expanding and enhancing the existing college ESL orientation program.

The existing college ESL orientation program consists of: orientation to ESL programs, counseling services, etc.,

- tours to SWC educational support facilities and student service centers (such as the Library, Learning Resource Center, and EOPS/Financial Aid office);
- private conferences with individual instructors.

(See Exhibit 1 for agenda of orientation meeting held in September 1988.)

[EXHIBIT 1 DELETED --- SEE PRINT VERSION]
While well received by LEP students, the current orientation program does not address their needs for an on-going and comprehensive component on Transfer goals, services, majors or institutions. The inclusion of a Transfer Orientation component on their ILP (with specific activities listed) will assure that each LEP student will receive the information and resources necessary to allow them to access the Transfer Program. The Transfer Orientation component will provide information through a variety of means (printed materials, speakers, counselors and special activities). This will assure that students have adequate opportunities to gain necessary information and knowledge of the availability of instructional and student support services, especially as related to the Transfer Program.

Activities related to this objective includes

2.1 Develop printed Transfer Education materials (English and Spanish) that can be distributed at ESL Orientation Meetings.

Orientation meetings are currently held for all LEP students every semester. The need exists for printed Transfer Education information that is geared to the needs of the LEP population and that can be distributed during each Orientation.

2.2 Identify and train speakers for the ESL Orientation Meetings who can effectively provide information on Transfer goals, services and majors.

Speakers will be identified for both Spanish and English presentations, along with assistants who can provide translations into other languages.

2.3 Identify and train counselors who can provide in-class presentations to ESL classes on Transfer information, services and special activities.

Counselors will be able to make presentations to ESL classes both on a scheduled and on a request basis.

2.4 Implement ESL Orientation Meetings with full transfer component including printed materials, speakers and counselors.

A minimum of 120 LEP students will participate in such Orientations.

2.5 Develop special Transfer activities that will provide firsthand exposure to and information on transfer classes, courses and institutions.

Proposed activities include orientations and visits to SWC transfer courses as well as visits to similar courses at local transfer institutions (San Diego State University, University of California at San Diego, National University, University of San Diego, etc.). Activities will be
developed to assure that students receive more than a one-time-only exposure.

2.6 Provide special Transfer activities on scheduled and individual basis (as identified in student's ILP) to occur throughout the semester.

A minimum of 30 LEP students will participate in such activities during Fall semester 1989.

2.7 Evaluate the effectiveness of and modify the Transfer Orientation component as necessary, including all materials, instructor and counselor presentations, meetings and special activities.

3. TRANSITION:

Provide a coordinated program of studies for LEP students that will promote their rapid access to and successful transition into the Transfer Program.

The Coordinated Program of Study will combine selected ESL classes (all of which offer college credit) and Personal Development courses into a core program of study that will articulate with the Transfer Program. The courses within the Coordinated Program will be designed to

- provide those skills essential to success in the Transfer Program (English language skills, study skills and time management skills);
- complement and reinforce one another;
- provide opportunities for students to form a peer support network.

The Coordinated Program will allow students to co-enroll in ESL and Personal Development courses, regardless of initial level of English proficiency. Resultant student outcomes will include

- increased transfer awareness;
- enhanced English language learning motivation;
- access to targeted program of study leading directly to Transfer program;
- formation of peer support network.

The inclusion of a Personal Development course in the Coordinated Program of Study is a unique concept. The Personal Development course (PD 295) offers 3 units of credit and is a group seminar approach that assists students in self-assessment, career exploration and personal development. The process enables students to evaluate their interests in relation to careers and education and includes information research, goal setting and time management/study skills. The current course will be modified to reflect a Transfer Program emphasis.
Activities related to this objective includes

3.1 Identify core classes that will best prepare students for transition to the Transfer Program.

ESL classes (ESL Grammar, Listening and Speaking, Writing) and Personal Development Course (Career Planning) will be examined and identified for appropriateness as a linked core program of study that will articulate with the Transfer Program.

3.2 Modify existing Personal Development Course (PD 295) to strengthen Transfer goals, objectives and skills.

The peer support network that results from the course methodology will be emphasized and strengthened. Additionally, student activities within the course will increase their awareness of and motivation to enter Transfer courses and programs.

3.3 Develop Coordinated Program of Study among the core ESL classes identified above and the Personal Development Course.

ESL instructors and the Personal Development course counselor will coordinate both the instructional and the transfer activities, in conjunction with Transfer Program instructors. A Coordinated Program curriculum and schedule will be developed at this time.

3.4 Select, orient and train staff for the Coordinated Program.

3.5 Develop student recruitment materials for Coordinated Program.

3.6 Inform LEP students of Coordinated Program of Study (through ESL Orientations, recruitment materials, counseling staff and instructors).

3.7 Implement Coordinated Program of Study.

During the first semester of implementation, 30 students will be selected to field test the Coordinated Program. It will then be expanded in subsequent semesters so that all LEP students, regardless of level of English proficiency, will be able to access the Coordinated Program of Study. This will help ensure that motivation and interest is strengthened and maintained. The peer support network that results from the Personal Development course approach will be maintained throughout the student's course of studies.
3.8 Evaluate and modify Coordinated Program of Study as necessary, including classes, materials and coordination effectiveness.

4. UNIVERSITY LINKAGES:
Provide a comprehensive linkage Pro with four-year colleges and universities to strengthen SWC’s transfer function and commitment for LEP students.

Barriers to the successful transfer of LEP students include lack of knowledge of programs and support services at the four-year institution, fear of the unknown (which is exacerbated by lack of role models and support system), inability to obtain assistance in specialized areas such as specific program requirements, and inability to visualize oneself in a campus life.

A comprehensive linkage system that closely coordinates and provides a link between the known (SWC) and the unknown (transfer institutions such as San Diego State University {SDSU} and the University of California at San Diego {UCSD}) is needed so that LEP students can feel confident enough to envision transferring and completing their education.

Activities related to this objective include:

4.1 Develop commitments from SWC and local university staff to jointly design and deliver linkage activities. Local universities to be involved in linkage activities include SDSU, UCSD, and others such as the University of San Diego.

4.2 Identify linkage activities that will lead to increased student motivation and knowledge of transfer opportunities through joint planning meetings conducted by SWC and university staff.

4.3 Design and develop group Orientation component and content that will inform LEP students of transfer requirements.

4.4 Provide group Orientation on transfer requirements.

During the Fall 1989 semester, a minimum of 30 students will participate in the group Orientation, with additional students to participate in subsequent semesters.

Expected student outcomes include:
- knowledge of prerequisite ESL preparation needed for transfer courses;
- knowledge of expected academic preparation needed for transfer;
- understanding of requirements of transfer core curriculum.
4.5 Design and develop group Orientations on support services and special programs for Hispanic students that are conducted by SWC and by local universities.

4.6 Provide group Orientations on support services and special programs for Hispanic students at SWC and local universities. Initial orientations will be in both English and Spanish so that level of English will not be a barrier.

During the Fall 1989 semester, a minimum of 30 students will participate in the group Orientation, with additional students to participate in subsequent semesters.

Expected student outcomes include:
- knowledge of available resources;
- ability to access available resources;
- ability to utilize contact person(s) for further assistance or information.

4.7 Design and develop workshops in designated academic disciplines (such as Business, Engineering and Architecture).

4.8 Provide workshops for target students in designated academic disciplines.

During the Fall 1989 semester, a minimum of 30 students will participate in academic discipline workshops, with additional students to participate in subsequent semesters.

Expected student outcomes include:
- knowledge of academic preparation needed for the major;
- knowledge of departmental requirements such as tests, deadlines, etc.

4.9 Design and develop motivational workshops on the transfer process, university experience and educational/career opportunities that can be delivered by former SWC students.

These "guest hosts" will be SWC students who have successfully transferred to four-year colleges/universities or are employed in a field for which they received training at SWC.

4.10 Provide motivational workshops guest-hosted by former SWC students who now are seniors or graduates from a local university.
During the Fall 1989 semester, a minimum of 30 students will participate in motivational workshops, with additional students to participate in subsequent semesters.

Expected student outcomes includes
- awareness of opportunities experienced by peers;
- positive contacts with role models;
- increased motivation to enter and complete transfer program and requirements;
- increased motivation to enter into a four-year institution.

4.11 Provide guided, focused tours of local university campuses.

During the Fall 1989 semester, a minimum of 30 students will participate in campus tours.

Expected student outcomes includes
- first-hand experience of university campus life;
- de-mystification of university campus life;
- contacts with and within major campus departments;
- contacts with former SWC ESL students currently on the four-year campus;
- knowledge of specific offices and support services offices on campus.

Tours will be provided in small groups (10-15 students) by SWC faculty/staff, former SWC students and local university faculty/staff. Students will be transported by SWC vans and will be on campus for one-half-day or one-day tours.

4.12 Select and train mentor/tutors willing to work with LEP students.

Mentor/tutors will be recruited who can provide specific academic assistance (ESL and subject areas) but who can also serve as role models. They will be recruited from local universities and will be provided with a small stipend and transportation costs. They must have the commitment to work with a target student from 2-4 hours per week.

4.13 Provide mentor/tutors to work directly with LEP students.

During the Fall 1989 semester, a minimum of 30 LEP students will be partnered by their mentor/tutors.
Expected student outcomes includes

- assistance in academic subject areas;
- assistance in ESL;
- positive role model;
- increased motivation and ability to transfer into and remain in transfer/subject area courses.

4.14 Evaluate and modify University Linkage program as necessary, including orientations, workshops, campus tours, and mentor/tutor program.

5. CO-ENROLLMENT OPPORTUNITIES:
Provide a co-enrollment program of study with designated transfer courses in which LEP students can succeed.

The Co-enrollment Program will be developed during the Fall 1989 funding cycle and implemented during the non-funded Spring semester of 1990. It will be a major outcome for students of the previous four objectives discussed above. The skills necessary to access and succeed in the Co-enrollment Program will have been identified and developed according to each LEP student's ILP.

The Co-enrollment Program will offer core transfer courses with the same academic rigor and standards as all SWC transfer courses. The courses will, however, be designed to allow LEP students to succeed by

- providing assistance with specialized vocabulary and language that might otherwise be a barrier to comprehension;
- incorporating critical thinking skills;
- providing instructors experienced in working with LEP students and knowledgeable about the best methods to assure student success.

Activities related to this objective includes

5.1 Identify transfer courses by cluster that will be appropriate for the Co-enrollment Program.

Initially three transfer courses will be identified, one in the sciences cluster, one in the history cluster, and one in another appropriate cluster. Courses will be those that meet basic transfer requirements.

5.2 Identify instructors for Co-enrollment transfer courses who are willing to modify their courses and target them toward the needs of LEP students.

5.3 Develop Co-enrollment transfer courses to assure they meet all College and transfer requirements while enabling LEP students to meet all objectives.
5.4 Publish the Co-enrollment transfer courses program in the college class schedule.

5.5 Identify a minimum of 30 students with clearly defined goals (through their ILP) and who have the necessary level of English to succeed in the Co-enrollment Program.

5.6 Provide priority enrollment opportunities for identified LEP students.

5.7 Implement Co-enrollment Program and courses.

During the non-funded Spring semester of 1990, a minimum of 30 students will register in the Co-enrollment Program.

5.8 Evaluate Co-enrollment Program; modify as needed.

5.9 Identify and develop additional Co-enrollment courses on an on-going basis after demonstration program is completed.

INTEGRATION OF MATRICULATION AND TRANSFER CENTER ACTIVITIES FOR LEP STUDENTS

The proposed "Transfer Program Completion for LEP Students" will assure that LEP students can enter into and complete the student flow through matriculation components that Southwestern College is currently implementing. Figure 2 (attached) indicates in boldface the activities and components developed through this proposal that will allow their access to, transition into and completion of matriculation and Transfer Center activities.

PROGRAM SCHEDULE

The project will be carried out in two major phases using State project funds and then be fully implemented by the end of the project. The schedule of activities is displayed in the Program Schedule on the following two pages. The shaded area shows the non-funded continuation of the program that was developed during the project period.

Major Activities Related to Project Objectives

Objective 1: Develop Self-Assessment Instrument

1.1 Research/evaluate resources Jan - March
1.2 Identify/confirm questions Feb - April
1.3 Develop assessment instrument Feb - April
1.4 Pilot/field-test instrument April
1.5 Evaluate effectiveness April - May
1.6 Revise/modify instrument April - July
1.7 Implement self-assessment Sept - Oct

Objective 2: Provide Transfer Orientation Component
2.1 Develop printed materials Jan - March
2.2 Identify/train speakers Feb - April
2.3 Identify/train counselors Feb - April
2.4 Implement orientation meetings Sept - Oct
2.5 Develop special activities March - July
2.6 Provide special activities Nov - Dec
2.7 Evaluate/modify component Nov - Jan

Objective 3: Provide Coordinated Program of Study
3.1 Identify core classes Jan - Feb
3.2 Modify personal development course Feb - May
3.3 Develop coordinated program March - May
3.4 Select/orient/train staff March - July
3.5 Develop recruitment materials March - May
3.6 Inform LEP students of program Sept - Oct April - July
3.7 Implement coordinated program Sept - June
3.8 Evaluate/modify program Nov - Jan

Objective 4: Provide University Linkage Program
4.1 Develop university commitments Jan - March
4.2 Identify linkage activities Feb - March
4.3 Design/develop transfer orientation Feb - April
4.4 Provide transfer orientation October
4.5 Design support service orientation March - May
4.6 Provide support service orientation November
4.7 Design academic discipline workshops March - May
4.8 Provide academic discipline workshops Sept - Jan
4.9 Design/develop motivation workshops March - May
4.10 Provide motivation workshops December
4.11 Provide campus tours December
4.12 Select/train mentor/tutors Sept, Feb
4.13 Provide mentor/tutors Sept - June
4.14 Evaluate/modify program Dec - Jan

Objective 5: Provide Co-enrollment Program of Study
5.1 Identify transfer courses by cluster Sept - Nov
5.2 Identify instructors Nov - Dec
5.3 Develop co-enrollment courses Nov - Dec
5.4 Publish in class schedule November
5.5 Identify target students January
5.6 Provide priority enrollment January
5.7 Implement co-enrollment Feb - June
SECTION V: PROJECT ORGANIZATION

GENERAL APPROACH

Southwestern College will be the administrative and fiscal agent for the project. All instructional and support activities will occur on the campus of SWC, except for student orientation visits to transfer institutions. The campus where the project will be carried out is described in the needs statement earlier in this proposal. All required facilities, equipment, and support services necessary to plan and implement the "Transfer Program Completion for LEP Students" are available at SWC without additional project funding.

STAFFING

A team approach to the planning and implementation of this project will be instituted because of the importance of this project to SWC, and because of the complex nature of the issues related to improving the access, transition and retention in Transfer programs of LEP students. This team approach will place the instruction and curriculum coordination/modification components in a close relationship with Student Services and the Transfer Center. The ultimate outcome of this team approach will be the institutionalization of the Transfer Program for LEP Students.

Specific staffing is described below.

1. Norma Hernandez: Vice President of Student Services
   Overall Project Supervisor. In-kind, 2% of time for 1 yr. Ensures that the project becomes institutionalized, and that activities are in concert with SWC institutional priorities and strategic goals for better serving LEP students.

2. Cristina Chiriboga: Dean of Communication Arts
   ESL Instructional Coordinator. In-kind, 2% of time for 1 yr. Facilitates direct involvement of two ESL instructors in planning project activities and in teaching of the ESL classes utilized in the Coordinated Program of Study. Facilitates modification of Co-enrollment Program courses to reflect needs of LEP students.

3. Jaime Salazar: Director of Transfer Center and Student Affairs
   Project Director. In-kind, 5% of time for 1 yr. Provides coordination of all project planning and implementation aimed at providing student activities necessary to improve ESL student transfer rates. Provides direct liaison with four-year institutions for the comprehensive linkage program. Assists in student recruitment for the LEP Transfer Program.

4. Wilma McLeod: Associate Dean of Student Services
   Personal Development Coordinator. In-kind, 28% of time for 1 yr. Participates in project planning and coordination of student services with instructional activities for
ESL students. Assists in identification of cluster transfer courses for the co-enrollment of LEP students (Co-enrollment Program). Develops publicity for the LEP Transfer Program, especially for the Co-enrollment Program.

5. Monica Delgadillo: Project Counselor/Coordinator

Project Counselor/Coordinator and Instructor of Personal Development Course. 50% of time during two semesters. Direct responsibility for organizing coordinating and carrying out project planning for student activities, four-year college contacts and arrangements for tours. Direct supervision of mentor/tutor component of the project and maintaining project records and reports. Teaches the Personal Development course. Responsible for formulating the final project plan that will be institutionalized by the end of the two-semester project. Responsible for student screening and selection. Works with target LEP students to provide individual counseling.

6,7. Elvira Cordova and Daniel Moody: ESL Instructors

Participate in project planning activities, ESL course revisions, instructional strategies, and liaison with Personal Development course to ensure a Coordinated Program of Study. Each will receive a fixed stipend for their extra time and efforts related to this project.

The relationship among the key project personnel is noted in the project management chart in Figure 3. This chart shows the linkages (both supervisory and communications) and personnel responsible for working on the various components of the total project. The chart also shows the relationship of SWC’s College Planning and Research Office to the project in its role of providing the necessary internal evaluation component.

Resumes of key project personnel are provided in Section VII: Personnel Qualifications.

REFERENCES TO EXPERIENCE with

The seven key project personnel listed above have been involved in the design, implementation and administration of a number of similar projects. Listed below are recent SWC projects related to LEP/ESL student needs and problems, and to Transfer programs and activities. Key project personnel involvement is also noted.

1. California Academic Partnership Program

An intersegmental articulation project which focused on discipline level exchanges. One component was ESL and involved the creation of a college/high school faculty and counselor team which produced an articulation guide for SWC and Sweetwater Union High School District (high school feeder district for SWC). The project was made possible due to a CAPP Grant (California Academic Partnership Program) 1986-87, through the California State University Office of the Chancellor. See Exhibit 2 for copy of resulting ESL Articulation Component publication.

Key personnel: Cristina Chiriboga (Dean)
Elvira Cordova (ESL Instructor)
2. Summer Readiness Bridge Program for ESL Students
   First conducted in Summer 1988, this program co-enrolled target ESL students in
   specialized ESL Practicums and a Personal Development Career Counseling Course.
   Special curricula were developed which have become institutionalized. The program is
   now offered through the EOPS Office. See Exhibit 3 for copy of the Summer
   Readiness Program, of which the Summer Readiness Bridge Program for ESL
   Students is a part.
   Key Personnel:  Cristina Chiriboga (Dean)
                   Monica Delgadillo (Counselor)
                   Daniel Moody (ESL Faculty)

3. ESL Conversation Lab
   This project is currently underway and involves the implementation of a co-curricular
   English Conversation Lab for ESL students at all levels. Supported through the Fund for
   Instructional Improvement (1988-89), the co-curricular lab will become institutionalized.
   Key Personnel:  Cristina Chiriboga (Dean)
                   Jaime Salazar (Transfer Center Director)
                   Elvira Cordova (ESL Faculty)
                   Daniel Moody (ESL Faculty)

4. College ESL Orientation Program
   An institutionalized program begun three years ago, this activity provides a full day of
   orientation for all ESL students at the beginning of each semester. The ESL Program,
   college support services, assessment, campus tours, and meetings with program
   faculty are all included in the agendas.

   See Exhibit 1 (contained in the preceding Section III) for copy of the September 1988
   Orientation agenda.

   Key Personnel:  Cristina Chiriboga (Dean)
                   Jaime Salazar (Transfer Center Director)
                   Elvira Cordova (ESL Faculty)
                   Daniel Moody (ESL Faculty)

5. Puente Project
   To be initiated in Spring 1989, this project targets high risk Hispanic students to
   provide written communication skills development, a mentoring program, and a
   process to develop knowledge of the educational system. SWC was selected by the
   Puente Project for participation, through the University of California and the California
   Community Colleges systems.
   Key Personnel:  Wilma McLeod (Associate Dean of Student Services)
                   --Co-coordinator of Project
                   Cristina Chiriboga (Dean)--Co-coordinator

6. SWC Transfer Center
A Transfer Center was developed and implemented at SWC. It is housed on the SWC campus and has received State funding since 1985. It provides Transfer activities with an emphasis on underrepresented students.

Key Personnel: Norma Hernandez (Vice President of Student Services)  
Jaime Salazar (Transfer Center Director)

7. EOP/EOPS Pilot Transfer Project with San Diego State University
The Transfer Project provides early identification of high risk underrepresented students; provides special transfer workshops, activities and campus tours to SDSU; coordinates smooth transition from SWC to SDSU by formally linking the transfer student to SDSU EOP services; and promotes a partnership approach between the community college and university staff. SWC and SDSU were selected for the three-year pilot in 1986. (Assembly Bill 1114 directed the implementation of a pilot transfer program between EOP and EOPS).

Key personnel: Norma Hernandez (Vice President of Student Services)  
Jaime Salazar (Transfer Center Director)  
Monica Delgadillo (Counselor)

GOVERNMENTAL EXPERIENCE

Southwestern College was established in 1965. Since then it has been involved in a wide variety of federal, State and local projects related to vocational education, curriculum development, faculty inservice, and student services. Among the most recently funded projects of note is a Title IV project (Grant No. G00874374) from the U. S. Department of Education for $151,059 to provide special services for disadvantaged students at SWC. Other governmental experience includes an EBT grant to develop an international trade center to help meet the needs of small businesses in the area, and a grant from the Chancellor's Office, California Community Colleges, to develop a coordinated marketing plan to attract minority students to engineering programs at SWC and then transfer to San Diego State University. These recently funded projects have added to the governmental experience of the College in establishing project administrative, compliance, monitoring and fiscal controls for grants.
OUTSTANDING FEATURES OF SWC’S PROPOSED "TRANSFER PROGRAM FOR LEP STUDENTS"

SWC’s proposed program has several outstanding features:

1. Provides a guided, comprehensive approach for LEP students from entrance into SWC through transfer into a four-year institution.

2. Includes LEP students in the Transfer Program upon initial SWC enrollment (regardless of English proficiency level) through the development of 8 comprehensive Individual Learning Plan.

3. Enables LEP students to remain in their program of study by providing a strong supportive structure through its linked ESL/Personal Development courses, through its mentor/tutor provision, and through the development of a strong student network system.

4. Provides a co-enrollment program that has stringent academic standards yet that enables LEP students to succeed from their first day in the Transfer Program.

5. Provides students with the background, information (and resulting motivation) they need to enter both into the Transfer Program and into four-year institutions.

6. Strengthens the transfer function of SWC.

7. Accomplishes SWC’s matriculation goals for underrepresented students.
7. Evaluation Plan

PROJECT EVALUATION

In addition to the on-going evaluation of each component and activity as discussed in "Tasks and Work Proposed" above, SWC will conduct two levels of evaluation. The first level will measure the degree to which proposed student outcomes for each of the five objectives are met, as well as student satisfaction with each component or activity as expressed in confidential survey forms. The second level will measure the achievement of institutional objectives for each of the five objectives.

Level 1. Evaluation of Student Outcomes

Evaluation of student outcomes for each of the five objectives will be conducted by the Office of Student Services.

Objective 1:
Develop Self-Assessment Instrument
   a. A minimum of 30 LEP students will complete the pilot of the self-assessment instrument.
   b. A minimum of 30 LEP students will develop comprehensive LEP's including transfer educational goal, program of study, course sequencing and service referrals.

Objective 2:
Provide Transfer Orientation Component
   a. A minimum of 120 LEP students will participate in ESL orientation sessions that include the transfer component.
   b. A minimum of 30 LEP students will receive comprehensive transfer services including, but not limited to campus tours, transfer workshops, and individual counseling with university representatives.

Objective 3:
Provide Coordinated Program of Study (Transition) A minimum of 30 LEP students will co-enroll in selected ESL and Personal Development courses for one semester.

Objective 4:
Provide University Linkage Program
   a. A minimum of 30 LEP students will participate in campus tours of targeted four-year transfer institutions.
b. A minimum of 30 LEP students will participate in selected transfer, motivational and academic discipline workshops focusing on transfer majors.

c. A minimum of 30 LEP students will be partnered by a university corps of mentor/tutors to provide academic assistance and role model support.

Objective 5: Provide Co-enrollment Program of Study
A minimum of 30 LEP students will establish a Co-enrollment Program of Study for Spring 1990 based on their individual LEP’ 6 and completion of Coordinated Program of Study (Objective 3).

Student satisfaction with each of the components and activities above will be measured by confidential survey forms designed and administered by the Office of Student Services.

Level 2: Evaluation of Achievement of Institutional Objectives

The College Planning and Research Office will evaluate the degree to which the following institutional objectives will be achieved at project completion.

Objective 1: Develop Self-Assessment Instrument
The development of a self-assessment instrument for all LEP students that
- fully complements the assessment component in the College Matriculation plan,
- results in the formulation of ILP’s for all LEP students.

Objective 2: Provide Transfer Orientation Component
a. The development of an enhanced College ESL Orientation program that includes a Transfer component and Transfer activities.

b. Training of two counselors to be able to provide specialized LEP orientation and Transfer services.

Objective 3: Provide Coordinated Program of Study (Transition)

a. Institutionalization of a coordinated ESL/ Personal Development program of study for LEP students.

b. Development of an instructional team (2 ESL faculty and one counselor) to develop and provide special teaching strategies and activities for LEP students.
Objective 4:
  Provide University Linkage Program
  a. Establishment of a student support service/counseling/instructional network among staff at SWC, SDSU, and UCSD.
  b. Re-establishment of linkage with former SWC students to serve as role model mentors to SWC LEP students.

Objective 5:
  Provide Co-Enrollment Program of Study The institutionalization of a Co-Enrollment Program of Study in three academic cluster courses.
8. Dissemination Plan

[NO "DISSEMINATION" ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]