CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#89-0766
University of California, Los Angeles and East Los Angeles College will develop a model program to integrate matriculation and transfer center activities in the formulation of Student Evaluation Plans. The two institutions intend to increase the numbers and success rates of Chicano-Latino students in transfer programs, to develop methodologies to emphasize the place of these students in transfer education programs by building a pre-collegiate component coordinated with an existing and successful transfer program, and to identify and overcome institutional barriers at the community college level and at four-year institutions.

The project concentrates on educational continuity through curriculum, the development of peer and student/faculty support groups, and the coordination of information and counseling services between institutions. The project focuses on special learning and teaching strategies designed inter-institutionally to prepare under-represented students for college level work and for transfer to a four-year university.
This proposal addresses Funding Priority C, Project 1, for 1989-1990. UCLA and ELAC will develop a model program to integrate matriculation and transfer center activities in the formulation of individual Student Education Plans. More specifically, the two institutions of higher education intend to increase the numbers and success rate of Chicano-Latino students in transfer programs, to develop methodologies to emphasize the place of Chicano-Latino students in transfer education programs by building a pre-collegiate component coordinated with an existing successful transfer program, and to identify and overcome institutional barriers at the community college and at four-year institutions.

The project concentrates on educational continuity through the curriculum, the development of peer and student/faculty support groups, and the coordination of information and counseling services between institutions. The UCLA/ELAC project proposed in the following pages focuses on the development of special learning and teaching strategies designed inter-institutionally to prepare underrepresented students for college level work and transfer to a four-year university. Because identification of vocational goals helps students to set long-term priorities and to find meaning in their educational experience, the project will be developed to include identification of career goals and paths to reach those goals.

ELAC has a population of primarily low income Chicano or Latino students who enter the college with pre-collegiate needs and a misconception of transfer and vocational opportunities. Although this project will target this group, the project will be developed and implemented with the intention of adaptability to other colleges with high minority/low preparation students.

Because of the inclusion of the high school component in the project, the issue of retention and transfer will be complemented by an attempt to enroll more students who are capable of completing a baccalaureate degree but who lack the goal and the understanding of the value of an advanced degree. This project will seek to provide students with a more realistic picture of their opportunities and career options.
Transfer Opportunity Program

1. Specific Educational Program Being Addressed

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

Statement of the Problem
East Los Angeles College—with an average student enrollment of 11,000 in the past five years—has had a transfer rate of 6 to 8% during this same time period (ELAC Student Enrollment Data, 1984-89). With a 68% Latino, 2% African-American, and 20% Asian population, ELAC is clearly a community college where ethnic minorities are the majority. Unfortunately, a majority in numbers has not resulted in a large percentage of transfers to either the California State Universities or the University of California among ELAC students in general and Chicano-Latino students in particular.

ELAC Transfer Rates

According to the California Postsecondary Education Commission’s Transfer Student Statistics for 1988-89, Chicanos-Latinos comprised 6% of all transfer students attending the California State University (approximately 3,000); 11.6% of those attending independent colleges and universities (320); and 11.7% of those attending the University of California (approximately 500) in 1988. Of those transfers, East Los Angeles College sent 228 students to the California State University and 54 to the University of California. Therefore, ELAC transfer students comprised .7% of those transfers enrolled at the California State University and .9% of those attending the University of California in 1988. These transfer figures represent 2% of ELAC’s total student population (12,500) for 1990.

ELAC’s poor transfer rate has been matched by an equally poor image as a non-transfer institution within its service community. In addition, ELAC’s service area also comprises high schools with primarily Latino populations which reflect inordinately high drop-out rates of 45 to 50% in some cases. With two of its feeder high schools, Garfield and Roosevelt, ELAC has entered into some academic and curricular partnerships, such as the High School Extension Program, in an attempt to aid these schools in staving off their high drop-out rates while hopefully enticing at-risk students to consider a community college education as an option. However, these high school partnership programs need additional boosting by offering a transfer option for potential ELAC students. Potential students need to see ELAC as a beginning, rather than an end, to their education. Reaching into these feeder high schools and offering a pre-collegiate block of courses will make transfer education a more tangible experience for ELAC’s current and future students.

Clearly, there is a need to increase the transfer rate of ELAC Chicanos-Latinos and to ensure their success by identifying institutional and social barriers which prevent the successful transfer of Chicano-Latino students. In addition, identifying and providing various support systems at ELAC and at receiving four-year institutions will help to eradicate the aforementioned barriers and to promote the transfer and success of Chicanos-Latinos.
3. Population To Be Served

The Population To Be Served
Since ELAC’s majority population is Chicano-Latino, the focus population for this project will be Chicano-Latino. In particular, Chicanos-Latinos enrolled in pre-collegiate English (one level below freshman English composition) and mathematics (pre-calculus) will be targeted to insure their movement from the pre-collegiate to the collegiate level curriculum. To create a transfer pipeline for these students, the Transfer Alliance Program students--already successful in the college-level curriculum, will be brought in as peer role models through the Transfer Alliance Student Club. The students enrolled in the designated pre-collegiate courses will be recruited into the student club to insure the exposure of these students to transfer-oriented peers.
4. Objectives

Objectives
1. Increase student accessibility and participation in the transfer process in general and the Transfer Alliance Program in particular.

2. Establish intercollegiate monitoring of college courses through student/faculty and faculty/faculty academic activities.

3. Establish a coordinated block of pre-collegiate courses (English, Math, Transfer Awareness Course) that promote the transfer process.

4. Promote student responsibility in curriculum involvement and increase student quality of effort through the implementation of collaborative learning.

5. Promote student ownership of their academic work through their participation in organized study groups.

6. Separate the real from imagined barriers to transfer through the implementation of transfer and career awareness experiences for students.

7. Create intra-and inter-institutional transfer networks through Transfer Alliance Program and the UCLA Transfer Student Association.

8. Create an educational continuum from high school to ELAC to UCLA through the Transfer advisory committee and transfer curriculum block.
5. Workplan Narrative

WORKPLAN --- Project Description
Description of the Existing Academic Programs

Two academic programs operate at East Los Angeles College attempt to address the low transfer rate of Chicano-Latino students: the Transfer Alliance Program (TAP) and the Puente Project. Both programs have been linked directly from their inception to the University of California and have proven successful in their efforts to increase the transfer rate of Chicanos-Latinos statewide and at East Los Angeles College. A third program, the Professional Development Program originated by Dr. Uri Treisman at the University of California at Berkeley, has not been implemented on the East Los Angeles campus but has been designated as an additional model program that has proven successful in aiding African-American and Chicano-Latino students to succeed at the university in mathematics and science courses. Dr. Treisman’s program will be implemented on the ELAC campus to address the needs of minority students. To assess the skills of the students in designated mathematics courses for the proposed project, The Mathematics Diagnostic Testing Project (UC/CSU) will be used.

The Transfer Alliance Program (TAP)

The Transfer Alliance Program, with its emphasis on academic rigor and standards of excellence, has made significant strides in retaining and helping its transfer students to maintain good academic standing. For example, UCLA statistics for TAP students demonstrate that first-year TAP students have a Grade Point Average (GPA) that is .5 higher than other transfer students. East Los Angeles College transfer students who have participated in TAP also have greater success at UCLA because of their strong association with community college faculty before transfer and their comprehensively planned curriculum. TAP participants across all ethnicities show a higher GPA at UCLA than other transfer students. In addition to emphasizing academic rigor, the Transfer Alliance Program guarantees admission to community college students who complete the required coursework at their two-year institutions before transferring to the University of California. While participating in TAP, community college students are continuously exposed to the transfer process through their academic coursework, instructor advisors, and field trips to the University of California.

The Puente Project

The Puente Project, originated by the Bay Area Writing Project tied to the University of California at Berkeley, facilitates the transfer of Chicano students by providing them with a pre-collegiate writing course which prepares and moves them directly into freshman English composition. By applying methodologies which emphasize group study and writing sessions Puente has eased the fear of writing which many of its participants display at the beginning of
their participation in the program. Additionally, Puente provides its students with a support system comprised of the writing instructor, a Chicano counselor, and a Chicano-Latino mentor in the community to insure student retention and success.

As Puente students move through the one-year writing program, they are exposed continuously to four-year institutions through field trips, cultural activities, orientation sessions, and parent awareness sessions which emphasize transfer.

The Professional Development Program (PDP)

The Professional Development Program from the University of California at Berkeley has successfully assisted African-American and Latino students enrolled in mathematics and science courses by providing them with collaborative learning experiences in which they are allowed to prepare and present their academic work through organized study groups. The implementation of collaborative learning in mathematics through PDP will serve to complement the writing methodologies used in Puente, which also emphasizes collaborative group working sessions.

The ELAC High School Extension Program

The ELAC High School Extension Program was designed to allow high school students to experience a community college environment by attending their own classes but on the ELAC campus. Faculty from Garfield and Roosevelt High Schools are assigned to teach their regular courses, but at ELAC rather than at their corresponding schools. High school juniors and seniors who wish to participate in this extension program are encouraged to do so. Tutorial services are offered to the high school students who additionally take any college courses in the late morning or early afternoon hours.

The Pre-Collegiate Block Curriculum: Transfer Opportunity Program

Currently, no program exists at East Los Angeles College which offers students in precollegiate courses the opportunity to participate directly in a guaranteed transfer option. The Transfer Alliance Program, which does offer such an option, services only those students who are already academically successful (3.0 GPA) and who are enrolled in college-level courses. The Puente Project offers a pre-collegiate writing course, but it does not address the needs of students enrolled in pre-collegiate mathematics who wish to prepare for transfer education. Neither program incorporates a component which allows high school students to participate in a coordinated academic block program that leads directly to transfer. Creating a precollegiate block in English and Mathematics which includes a transfer-career awareness course and which coordinates with feeder high schools through an advisory committee will support the educational goals of ELAC students, particularly Chicanos-Latinos who may desire to transfer but lack the adequate academic preparation to do so. The transfer-career awareness course will also assist ELAC students by helping them develop Student Education Plans that specify a transfer track and will encourage high schools students by offering them exposure to professional role models.
The Curriculum

The curriculum for this transfer preparation program will consist of the following:

1. A pre-collegiate level English course, one level below Freshman English composition, mutually designed by UC and ELAC faculty. The preparation of such a course would require joint meetings by the English departments of both institutions; ELAC and UC faculty would determine not only course content but pedagogy and strategies that will maximize student retention and success while incorporating academic rigor and standards of excellence. The pedagogy and strategies adopted will incorporate the techniques currently used in the Puente Program at ELAC and the Transfer Summer Program at UCLA.

2. A pre-collegiate mathematics (pre-calculus) course whose curriculum, pedagogy, and strategies will also be mutually designed by UCLA and ELAC faculty. The pedagogy and strategies may incorporate the techniques used in the Professional Development Program and the assessment instruments used in the Mathematics Diagnostic Testing Project (MDTP). Mathematics faculty from both institutions will determine jointly the rigor and standards of excellence to be incorporated into such a course while promoting student retention and success.

3. A Transfer Awareness Course will incorporate college survival skills, study techniques, the transfer process, and an orientation to ELAC and the UC campuses. Again, the development of this course would require joint meetings by the appropriate faculty at both ELAC and UCLA.

The course credit, unit load, and transferability of these courses will be jointly determined by the appropriate faculty and administrative units at both ELAC and UCLA.

The Faculty/Support Staff for the Block Curriculum

To ensure the retention and success of Chicano-Latino students in this program, a team effort will be required; the following faculty and staff will provide the primary support system for the students:

- An ELAC English instructor trained in Puente methods;
- An ELAC Mathematics instructor trained in PDP and MDTP methods;
- An ELAC Counselor trained in transfer and career issues;
- Two UC teaching interns -- one in English trained in Puente methods and one in Mathematics trained in PDP and MDTP methods.

Since the focus of this program is the retention and success of Chicano-Latino students, the faculty/support staff will attempt to provide Chicano-Latino role models for the students.
The Role of the Instructors

The ELAC instructors of English and mathematics will coordinate their efforts to ensure that the curricular and extracurricular barriers that inhibit student success are addressed. Instructors will work with the matriculation coordinator, the Transfer Center director, the counseling office, and the learning resource center. UCLA counterparts and UCLA interns will work directly with ELAC faculty to ensure curricular continuity and academic coordination.

The Counselor's Role

The Counselor's duties will include the following: conducting the Transfer Awareness Course associated with this program; helping each student develop a Student Education Plan; providing appropriate referrals to the supportive services needed by each student (financial aid, learning assistance, child care), and responding to the concerns raised by faculty and students. The Counselor will also work closely with the Transfer Center director to determine the activities needed by the students.

The Role of the Teaching Interns

The interns assigned to this program will be expected to do the following: meet regularly with their respective master teachers to review class assignments and lectures and to determine areas that are causing difficulty for all or individual students; and develop enriched assignment for discussion groups; facilitate discussion groups and identify individual students needs.

Resource People for the Transfer Opportunity Program

To conduct the training sessions in collaborative learning methods for mathematics and English, six experts will be contracted: from UCLA, experts in the Professional Development Program and Writing Programs; from ELAC, experts in the Puente method and the Diagnostic Testing Project assessment instruments. These experts will continue as resource people throughout the implementation of the program.

The Inter-institutional Coordination

At ELAC, the Matriculation Office will have central coordinating responsibility for the project. The matriculation coordinator will be project director. The Matriculation Office will be responsible for assessing the selected students and providing them with a counselor to develop a personal Student Education Plan. The Matriculation Office will also coordinate the development of the Transfer Awareness Course to address the process of transferring from ELAC to UCLA and other four-year institutions and to provide career awareness information. At UCLA, the offices of the Associate Vice Chancellor for Academic Development will ensure coordination with ELAC. UCLA outreach offices whose activities are included in this grant proposal are the Center for Academic Inter-institutional Programs (CAIP), which works closely with faculty from K-12 and community colleges, and the Undergraduate Admissions and Relations With Schools (UARS) office, which carries out transfer center activities and works.
with counselors and students.

Timetable
Activities: Summer, 1990
1. ELAC faculty will observe the use of the Professional Development Workshops (PDP) and the coordinated writing seminars in the UCLA Transfer Summer Program (six weeks) and will learn Puente Writing method for English courses.

2. A UCLA/ELAC/Garfield H. S. - Roosevelt H. S. Advisory Committee will be formed with administrator, faculty, and counselor representatives.

3. The Transfer Awareness Course will be developed by participating faculty and counselors from ELAC and UCLA and the Transfer Center director, and students.

4. Development of the Transfer Needs Assessment Survey instrument will commence.

5. Curriculum coordination of the block of English/Math/Transfer Awareness Courses for spring semester, 1991, will be planned.

6. Specific sections of pre-collegiate English (English 60- composition with a literature focus) and Mathematics 240 (Pre-calculus) courses will be designated for spring semester, 1991.

Activities: Fall Semester, 1990
1. Joint ELAC/UCLA recruitment visits to Garfield and Roosevelt High Schools will be initiated.

2. The Transfer Needs Assessment Survey instrument will be field tested in pre-collegiate English mathematics sections.

3. ELAC students in targeted English and mathematics classes will be paired with the TAP students to visit UCLA classes.

4. ELAC alumni enrolled at UCLA will visit ELAC targeted English and mathematics classes as well as TAP classes to discuss their transfer experiences and to encourage ELAC students to prepare academically and socially for UCLA.

5. Garfield and Roosevelt alumni enrolled at ELAC will visit their respective high schools to encourage students to enroll at ELAC and transfer to UCLA.

6. UCLA faculty in various disciplines will lecture on enrichment topics in ELAC classes.

7. ELAC English and mathematics faculty will meet with UCLA counterparts to plan for spring semester, 1991.

8. English 21 and Mathematics 125 sections will be visited to recruit students for
designated block of English 60, Math 240, and Transfer Awareness Course.

9. UCLA teaching interns in Math and English will be recruited and trained alongside participating ELAC faculty to work in the PDP mathematics and Puente methods.

10. UCLA/ELAC faculty experts in PDP and Puente (English) will continue as resource staff.

11. Garfield and Roosevelt students in the ELAC Extension Program for high school students will be surveyed for matriculation/transfer needs.

12. Identify team to design an evaluation, including focus group protocols and faculty and student survey.

Activities: Spring Semester, 1990

1. Continuation of joint UCLA/ELAC recruitment visits to Garfield/Roosevelt High Schools.

2. Continuation of recruitment visits by UCLA students to ELAC and ELAC students to Garfield and Roosevelt High Schools.

3. Implementation of the evaluation process.

4. UCLA faculty in Math and English will continue enrichment lectures in ELAC classes.

5. Offering of the English 60, Mathematics 240, and Transfer Awareness Course block curriculum with joint UCLA/ELAC faculty and counselor participation.
6. Expected Outcomes

Expected Impact
The proposed Transfer Opportunity Program will do the following:

1. Open the transfer pipeline for underprepared Chicano-Latino students.

2. Strengthen ELAC's function as a transfer institution.

3. Improve ELAC's image as a transfer institution.

4. Coordinate English and Mathematics Inter-institutional curricular efforts at ELAC and UCLA.

5. Strengthen articulation efforts between the aforementioned institutions.

6. Make UCLA more accessible to ELAC Chicano-Latino students by separating the real from imagined barriers to transfer.

7. Improve the retention rate at UCLA of ELAC transfer students.
7. Evaluation Plan

Evaluation Plan
The transfer needs assessment survey will be analyzed in Fall 1990 and will be implemented a second time in Spring 1991 in classes where potential students for the following year will be enrolled.

In addition, UCLA will develop a faculty survey instrument to determine the impact of the project on participating faculty and will provide ELAC with performance data by identifying those students who participated in the project and those who did not. Finally, UCLA will conduct a series of focus groups in Spring 1991 to determine if the project achieved its goals.
8. Dissemination Plan

Dissemination and Transferability
UCLA and East Los Angeles College will write a description of the proposed Transfer Opportunity Program and will disseminate to other University of California and community college campuses.

Furthermore, UCLA will host a conference in Spring, 1991 to highlight the successes of the project, and UCLA and East Los Angeles College will apply to make joint presentations at the California Association of Community Colleges and The State Academic Senate Conferences for 1991. The Transfer Opportunity Program will also be featured at the University of California's Student Affirmative Action Conference in Fall, 1991.
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]