CALIFORNIA COMMUNITY COLLEGES
AND
GLENDALE
COMMUNITY COLLEGE DISTRICT

#90-0008
# From Non Credit Adult Education to College Credit: A Bridge to the Future.

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<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>1990-91</td>
<td>90-0008</td>
<td>Glendale</td>
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**PROJECT TITLE**

**FUNDING CATEGORY & AWARD**  
Grant = $41,950

**ELIGIBLE PROGRAM**  
B --- Improving Teaching Ability

**PROJECT CATEGORY**  
Research Model

**PROJECT PRODUCT**

**PROJECT TOPIC #1**  
Conference

**PROJECT TOPIC #2**  
Faculty/Staff Develop

**ACADEMIC SUBJECT**  
Chemistry

**PROJECT DIRECTOR**  
Karen Holden, Director JTPA/GAIN

**PROJECT SUPERVISOR**  
Lani DiVicentis, Dean Non-Credit Adult Education

**PROPOSAL DESCRIPTION**

This project will create a replicable model program to successfully transition greater numbers of nontraditional, under represented students from non-credit/adult schools into college credit courses.

In order to bridge the anticipated skills gap, this project will: (1) provide a replicable program of counseling strategies aimed at ensuring the success of this nontraditional population in the college credit mode; (2) provide a specially trained counselor to assess student needs and abilities, raise student awareness of educational opportunities at the college credit level, enhance student self-esteem and facilitate the transition between non-credit/adult schools and community colleges; (3) identify a pilot client population within the Glendale Community College Non Credit Adult Education Division; (4) establish a bridge to transition this pilot population into the Glendale Community College Credit program; (5) identify a support staff on the Glendale Community College campus that will be available to this pilot population; and (6) track the progress of the pilot population.
From Non-Credit Adult Education to College Credit: A Bridge to the Future

This project will create a replicable model program to successfully transition greater numbers of nontraditional, under represented students from non-credit/adult schools into college credit courses.

Traditionally, non-credit/adult education students have not matriculated into college credit. This non-credit/adult school population embraces large numbers of the poor, reentering women, blue collar workers and older adults who have the potential to succeed at the college credit level.

Skill requirements for life and work are increasing while skill attainment by an alarming number of Californians is decreasing. According to Adult Education For the 21st Century. 1989 edition, "... it is estimated that the proportion of the California population over age 14 that have literacy deficiencies will increase from 15.1 percent in 1987 to an estimated 18.6 percent in 2020." To further heighten this problem the report states, The median amount of education required for employment in year 2000 will be 13.5 years compared to 12.8 in 1984".

Basic and work skills deficiencies are threatening the economic well-being of the State of California and millions of its residents.

In order to bridge the anticipated skills gap, this project will:

- Provide a replicable program of counseling strategies aimed at ensuring the success of this nontraditional population in the college credit mode,
- Provide a specially trained counselor to assess student needs and abilities, raise student awareness of educational opportunities at the college credit level, enhance student self-esteem and facilitate the transition between non-credit/adult schools and community colleges,
- Identify a pilot client population within the Glendale Community College Non-Credit Adult Education Division,
• Establish a bridge to transition this pilot population into the Glendale Community College Credit program,

• Identify support staff on the Glendale Community College campus that will available to this pilot population, and

• Track the progress of the pilot population.
From Non-Credit Adult Education to College Credit: A Bridge to the Future

1. Specific Educational Program Being Addressed

What specific educational program or services the proposal is addressing.

The project will establish a student achievement model designed to recruit able nontraditional students from adult schools and non-credit programs and transfer them into college credit classes with increased success.

In order to transition students from non-credit/adult schools to local community colleges, it is essential to have a specially trained counselor located at the non-credit/adult school site. The special skills required by this counselor should include: 1) training in assessment techniques and instruments, 2) training in motivation techniques, and 3) familiarity with the adult school curriculum and the local community college including curriculum, student services, and physical layout.
2. Specific Problems Being Addressed

What specific problem(s) is being addressed in the proposal.

The specific problem being addressed by this proposal is the lack of matriculation of non-credit/adult school students to local community college credit programs.

There is a widening gap between the anticipated skills required for employment into the year 2000 and the projected skill level of Californians for that year. Minority students participate in college credit programs in smaller proportion than they are represented in the general populace. Historically these under represented students, along with a host of nontraditional students, comprise the bulk of non-credit/adult school student bodies. For a variety of cultural and personal reasons, these students do not matriculate into the college program.

In order for these students to acquire the skills required for future success, they need to become aware of the necessity for additional education, the opportunities available to them in the community college credit program, and how to access-these opportunities.

Adult schools are generally a helpful, friendly environment staffed by patient clerical workers and caring instructors. They are often open-entry, open-exit, and self-paced so the student is not required to adhere to rigid deadlines. When and if the adult school student makes the "supreme effort" and attempts to enroll at the local community college, the timing is often wrong or he/she goes to the wrong office and is turned away. The adult school student is easily discouraged and if once turned away, may never venture to the intimidating cloistered, college campus again. Therefore, many adult school students need assistance in making this transition.
3. Population To Be Served

Identify the population(s) to be served by the project. The population to be served by this project will be comprised of the poor, reentering women, and blue collar workers. According to the 1985 California Community College Report on Non-Credit Students, "Compared to credit students in community colleges, non-credit students are:

- more often Asian or Hispanic; less often Black or White,
- far older--the average age being near forty,
- slightly more often female,
- more often self-supporting,
- less often citizens,
- more often taking courses in basic skills..."

At Glendale Community College, non-credit student demographics are even more dramatic:

- Approximately 68 percent of students are registered in classes for English as a Second Language. Of this 68 percent, 57 percent are Hispanic, and 19 percent are Asian,

- Seventy-five percent of registrants are female,

- Thirty-nine percent have household incomes under $20,000 per year,

- Fifty-two percent are unemployed,

- Twenty-six percent of the registrants are over 40 years old,

- Twenty-two percent are between 30 and 39.

It is from these nontraditional, under represented student populations that participants will be selected for the pilot project services.
4. Objectives

[NO “OBJECTIVES” ACCOMPANIES THIS DOCUMENT.]
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

The expected outcomes of project activities, in terms of:

a. Project objectives

1. Develop a replicable counseling program using multimedia and strategic counseling guidelines designed to improve student perceptions about their need for educational success and pilot the program on a group of 20 non-credit students.

2. Transfer a minimum of 75 percent of the selected group of non-credit students into college credit classes.

3. Provide student support services to ensure that a minimum of 85 percent of the students who matriculate from non-credit to credit are successful.

b. Impact of the project

1. Immediate impact

   • Increase the matriculation of nontraditional, under represented, and minority students from the Glendale Community College Non-Credit Adult Education Division to the College Credit program.

2. Future impact

   • Enable other community colleges to raise the number of nontraditional, under represented, and minority students matriculating from local adult schools and non-credit adult/education divisions into college credit programs by implementing the Strategic Intervention Counseling Guideline developed by this proposal.

   • Increase the average educational achievement within these groups to the 13.5 years of schooling which is forecast as essential for employment in the year 2000.

   • Facilitate the matriculation process from the Non-Credit Adult Education Division to the credit program at Glendale Community College for all interested students.

c. Potential for continued support after the expiration of the grant

Glendale Community College has traditionally continued services to nontraditional students.
when they have demonstrated merit. This program will be supported through the regular college budget process in 1991/92 pending available funds. All that will be required is the counselor’s salary. The matriculation procedure will already be in place.

d. Potential for adaptation to other institutions or program

This project has a high degree of adaptation potential within Community Colleges and through cooperative efforts between Community Colleges and Secondary Adult Schools. Use of the multimedia counseling materials and the "Strategic Intervention Counseling Guideline" with documentation will facilitate successful replication in other institutions.
Evaluation plan

The success of this project will be demonstrated in a variety of ways:

1. Measure the project stated goals to transfer 75 percent of the demonstration group into college credit classes and to have 85 percent of those students transferred successfully complete their first semester courses. These figures will be obtained from college records;

2. Show positive change in participants' views regarding the worth of education and the ability of each participant to achieve educational success; and

3. Obtain a positive prognosis from college credit instructors, in whose classes demonstration students were enrolled, regarding the success of these nontraditional students in the college credit program.
8. Dissemination Plan

A dissemination plan including recommendations for appropriate dissemination for the program.

1. All multimedia materials and "Strategic Intervention Guidelines" with documentation will be made available at cost to all interested institutions.

2. Present project-developed materials and success rates at California Community College Council for Continuing Education and Community Services.

3. Offers will be made to the Association of California Community College Administrators (ACCCCA) and Association of California School Administrators (ACSA) for presentations to their annual conferences.

4. The project abstract will be disseminated to California adult schools.

5. A news release will be sent to the FII Newsletter as well as to the public press.

6. FII project directory listings will receive copies of the abstract and project outcome.

7. If requested, the project may be used as a FII showcase event.

8. A packet suitable for FII products requests will be provided.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]