CALIFORNIA COMMUNITY COLLEGES
AND
PERALTA
COMMUNITY COLLEGE DISTRICT

#90-0022
### Orientation to College of Alameda — A Video Presentation

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<tr>
<th>Funding Category &amp; Award</th>
<th>Eligible Program</th>
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<td>Grant = $13,300</td>
<td>A --- Nontraditional Instruction</td>
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<th>Project Director</th>
<th>Project Supervisor</th>
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<tr>
<td>Marge Maloney, Counselor</td>
<td>Susan Cota, Dean of Students</td>
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This proposal addresses the needs of underrepresented students in the area of student services, specifically in matriculation, retention and transfer. The purpose of the project is to increase the number of students who participate in the orientation process by developing an orientation video tape. The need for an alternative method of providing orientation is demonstrated by the large percentage of part-time students (74%), the low assessment scores of incoming students, and the low retention rate in basic math and English courses. By increasing the number of students who participate in orientation, more students will be aware of and utilize college resources. Retention rates and eventually certificate, degree and transfer rates will improve.
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All matriculating students will be served by this project including a large percentage (64%) of underrepresented minority groups.

The proposed budget is for $14,888 ($13,300 in grant funds and $1,588 in matching in-kind funds) to produce a video tape and set up two viewing stations on campus.

It is expected that 400 students will view the tape during the Winter and Spring registration periods of 1991. In subsequent years at least 1000 students per year will be able to see the tape as part of the registration process.

Evaluation of this project is by a campus committee which will determine the clarity and effectiveness of the video and measure its impact on the utilization of college resources and the college retention rate, particularly in basic math and English courses.
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1. Specific Educational Program Being Addressed

This proposal addresses the Board of Governors' 1989-90 Basic Agenda criteria in the area of student services, specifically in the matriculation, retention, and transfer of underrepresented students. Project goals are to:

1. increase the number of underrepresented students who participate in college orientation;
2. improve the retention rate of underrepresented students, particularly in basic skills courses;
3. increase the number of underrepresented students who complete an associate degree, a certificate of completion, or who transfer to a four year college.
2. Specific Problems Being Addressed

Problem

Most new students enrolling at the College of Alameda are underprepared for college-level work. Only 11% of students taking the English placement test qualify for college-level English composition courses and only 6% of students taking the math placement test qualify for intermediate algebra or a higher math course. Matriculation statistics indicate, however, that 54% of the nearly 6,000 students that enrolled in the Fall term of 1989 intend to obtain an associate degree, a certificate of completion, or to transfer. Not surprisingly, only 69% of these students finished all of their Fall Quarter classes. Retention rates for remedial math and English courses were even lower 64% and 67% respectively).

One of the goals of College of Alameda's matriculation plan is to address the needs of this underprepared population by identifying the students who need assistance and providing them with counseling, basic skills training, and tutorial support. A major component of this plan is to improve and expand the College's orientation program for new students. It is essential that during the orientation process students become aware of the resources, personnel, and services which are available on campus. Only by utilizing these resources will the retention rate of our students improve. Although orientation services are crucial to this incoming population, only 45 new students signed up for the orientation classes that were offered in the Fall term. A major problem is that 74% of the students are enrolled part-time. Many students have jobs and family obligations that prohibit them from full-time studies. These students frequently do not enroll in the college orientation class because their time is precious and they want to concentrate only on courses required to meet their objectives. When these students get in trouble in a class they are unaware of the options that they have (such as taking an incomplete) and are not familiar with the resources that are available to help them.

Purpose

The purpose of this project is to increase the number of students who participate in the orientation process by developing an orientation video tape for viewing by individuals or groups who are unable to enroll in the regular orientation class. Although the video cannot present all of the information that is included in a one unit orientation class, it can acquaint students with the names and faces of staff members who can help them and point out the types of resources available and the location of each on campus. It can describe the degree and certificate programs that are offered and outline the procedures and requirements for transferring. Through the video students can be encouraged to participate in the assessment process, sign up for a study skills course, and enroll in the orientation class for follow-up information. Greater utilization of college resources will have a positive impact on the retention rate of underrepresented students and eventually lead to a higher completion rate for degrees, certificates and transfers.
3. Population To Be Served

Population
College of Alameda serves a large number of underrepresented students. At least 64% (3,785) of the students who enrolled Fall Quarter are non-white. Specifically, 27% are Black, 22% are Asian, 8% are Hispanic, 7% are "other non-white", 28% are white, and 9% are unknown. Four percent are disabled. This project will serve all matriculating students who enroll at the College.
4. Objectives

Objectives

1. Provide video orientation services to 400 part-time students during the 1990-91 academic year, and 1,000 students each year thereafter.

2. Improve student utilization of college resources such as the tutoring center, counseling services, disabled students services, EOPS, financial aid and basic skills classes.

3. Increase the College retention rate by 3%.
5. Workplan Narrative

Activities:

1. Set up contract with video production company.
   - Date: August 1, 1990
   - Budget: n/a
   - Personnel required: Project Director
   - Equipment and materials: n/a
   - Evaluation process: signed agreement

2. Set up committee of college staff to consult with video company on content of video.
   - Date: August 15, 1990
   - Budget: n/a
   - Personnel required: Project Director, Video Producer, college committee
   - Equipment and materials: materials provided by college
   - Evaluation process: committee agreement on content and format by Sept. 1, 1990

3. Complete Pre-Production Services
   - Date: October 1, 1990
   - Budget: $2,200
   - Personnel required: Script Writer, Producer/Director
   - Equipment and materials: materials provided by college
   - Evaluation process: script approved by video committee

4. Production Services
   - Date: October 7-15, 1990
   - Budget: $7,300
   - Personnel required: Producer/Director, Production Assistant, camera person, grip, college participants
   - Equipment and materials: remote camera, lighting package, audio studio, tapes
   - Evaluation process: completion by target date

5. Post-Production Services
   - Date: October 31, 1990
   - Budget: $3,800
   - Personnel required: Producer/Director, editor
   - Equipment and materials: TV studio, editing equipment, window dubs
   - Evaluation: finished video approved by college committee

6. Set up two viewing stations for Winter Quarter enrollment.
   - Date: November 15, 1990
   - Budget: $801
   - Personnel required: College committee, Dean of Students
equipment and materials: 2 VHS players, copies of video
evaluation process: documentation of number of students who watch video

7. Complete evaluation activities.
date: Stage 1 - June, 1991
      Stage 2 - June, 1992 through June, 1995
budget: n/a
personnel required: Project Director, Dean or Students
equipment and materials: n/a
evaluation: n/a
6. Expected Outcomes

Expected outcomes
This project within its first year of operation will orient at least 400 new students to the educational opportunities available and the resources needed to succeed in a community college setting. Over a period of several years, thousands of students will be exposed to this information resulting in greater utilization of student services such as assessment, counseling, tutoring, EOPS, DSPS, financial aid, and reentry programs. As students take advantage of available resources, the college retention rate should rise. By completing individual classes more frequently, students will make more progress towards stated objectives such as obtaining a degree, a certificate or transferring to a four-year college.

This project will not need financial support after the initial year of funding as the same video can be used year after year until it becomes out of date. On-going institutional support is needed to ensure that the video continues to be incorporated into the registration process. This is crucial to the long range success of the project and will be included in the college matriculation plan. Statistical data related to this project will be gathered and reported in the annual matriculation report.

This is a small grant project applying to local needs only. Although other colleges may wish to adapt the format to their specific needs, dissemination of the video to other institutions is inappropriate.
7. Evaluation Plan

Evaluation
Evaluation of this project will be in two stages. First the video will be evaluated for clarity and effectiveness. The video committee will survey staff and students who have seen the video to determine if it conveys the information that is intended.

Secondly, the project will be evaluated in terms of project objectives:
1. What affect has the video had on the number of students who receive orientation services? (Measure number of students each term who see the video.)

2. Do more students utilize college resources as a result of seeing the video? (Compare numbers of students who take the assessment test, use tutoring, counseling, financial aid, EOPS, DSPS, and re-entry programs from year to year.)

3. Compare retention rates particularly in basic math and English from year to year.
8. Dissemination Plan

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

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]