Woodland Campus Re-entry Center Proposal

Grant = $14,969

C --- Special Learning Needs of Edu Dis Stud
Matriculation Model

Matriculation
Inter-disciplinary

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This proposal addresses the need which outreach centers and campuses have to provide specialized services to targeted groups of students who are at an educational disadvantage upon entering the college system. Although this project focuses on re-entry students, the concept of coordinating, integrating and utilizing current services can be applied to any project in a cost-effective manner.
Woodland Campus Re-entry Center Proposal

The ultimate goal of this proposal is to provide re-entry students at the Woodland Campus of Yuba Community College appropriate and adequate advising and support services so that they can successfully exit the community college and move into the work force or a bachelor-level academic program. Presently, the Woodland Campus has neither a re-entry program nor any specific services for its large re-entry population.

The comprehensive program being proposed will focus on a complete delivery system which will assist the re-entry person from entrance to exit at the community college. This model, as described in later pages, will utilize both traditional techniques and innovative approaches; in addition, flexibility is built in so that students may take advantage and benefit from services at any intermediate point.

This proposal includes multiple objectives:
1) to recruit and take fifty students through the matriculation process in a manner specific to the targeted group’s needs;
2) to provide on-going services which will address needs of educationally disadvantaged students and/or older adults;
3) to retrain and prepare students for employment and/or transfer education;
4) to assist with job placement; and
5) to evaluate the effectiveness of each service and make recommendations for improvement.

These objectives will be accomplished by coordinating current services and implementing special, additional services for reentry students. The goal is to redirect, not duplicate, the current process so that a cost-effective program is created and delivered.
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1. Specific Educational Program Being Addressed

Programs and Services Addressed

This proposal addresses the following program and services.
1. Special learning needs of educationally disadvantaged students.

Re-entry students, regardless of individual academic potential, are at a disadvantage educationally upon entering a college setting. By definition, they have been in and out of the school setting for a number of years. Not only are many of them high school dropouts, but many have tried college previously and been unsuccessful. Roueche (1981:17) additionally identified them as "older, more experienced...further characterized by their collective inabilities to read, write...and study well enough to pursue regular college level courses."

Reasons for problems may include lack of awareness of resources available, lack of self-esteem or fear of failure, unavailability of support groups or peer advisors, and no specific step-by-step guidance leading to a concrete goal. Students leave when their goals are uncertain, when they receive little attention from significant college personnel and when personal and academic problems go unresolved (Heaton, 1978:26).

Currently, re-entry students at the Woodland Campus do not receive the essential and distinct attention and support to better cope with their problems; the need to implement special services is recognized but the staff and resources have not been available.

This proposal addresses the environmental support issues as special learning needs. To cope with these needs, college orientations, assessment, and registration will be personalized and peer advisors will be utilized. Program services will respond to personal, academic and career concerns. Internships/mentorships with employers or instructors will smooth the transition to the work force or a transfer program. Finally, assistance with job hunting skills and referrals to employers will promote successful placement.
2. Educational services for new clientele including older, working adults.

Eighteen hundred and ninety-five students enrolled at the Woodland Campus in spring 1992. Of these students 72 percent are over 22 years of age and 55 percent are over 26 years of age. Many of these students are working adults. Forty-one percent age 22 and older earn less than $16,000 per year and 50.4 percent earn less than $20,000 per year. Oftentimes, they are attending part-time during evening hours or weekends. Some are developing skills for career advancement or career change; others are intending to transfer eventually to a baccalaureate level program. Usually, these individuals are at a disadvantage because they have limited knowledge of educational requirements and resources and have no way to access college resources without special assistance. Retention of these students is difficult since those who drop out tend to be older than the traditional students, employed outside more hours and less satisfied with their academic ability (Martinson, 1979). Sixty-three percent of the 22 and older age-group at Woodland have no accumulated college units and 69 percent fewer than 30 accumulated units.

With the proposed program, continuing students will be permitted to utilize re-entry services but new clientele will be the targeted group. Recruitment efforts through the media, community groups, social service agencies and private industry will provide information prior to entry and services thereafter.

In addition, this proposal meets the following elements of the Board of Governors' Basic Agenda Focus:

1. Matriculation.
   Matriculation services are based on the principle that both the educational system and the individual student have responsibility for academic success. Although the matriculation process is a serious and valuable attempt to guard against student failure, it cannot guarantee student success. No program can. But a re-entry program which continually recycles and personalizes the information provided in the standard matriculation process should have a high degree of success.

   The focus of this proposal is not to replace Matriculation, but, rather, to reinforce and enhance it. The overriding objective of this program and of Matriculation is identical: to help the student realize his/her educational goal.

2. Student Preparation for Employment.
   Preparation for employment goes beyond receiving a college degree. Career assessment, resume writing and interviewing skills are necessary prior to meeting an employer. This program will not only cover a career-planning strategy but will go beyond that to placing students into internships and referring students to job openings.

3. Transfer Education.
   Although transfer education is a very realistic option for community college students, many re-entry students view this goal as so distant, so unattainable or so intimidating
that they don’t take the appropriate courses or steps to attain that goal. The mystique of a "university campus" can overshadow individual desires or ability and discourage the re-entry Person.

Taking psychological factors into consideration, this program will work to demystify the transfer process and expectations. Greater awareness of transfer requirements will occur with immediate and continuing information about transfer education. Individual academic planning, peer advising, group support, contact with university representatives, and mentorship by instructors will be integrated to ensure a prepared transition into the university system.
2. Specific Problems Being Addressed

Problem Addressed by Proposal

The problem being addressed by this proposal is that there are no re-entry student services at the Woodland Campus of Yuba College. There are no workshops, seminars, speakers, child care, support groups or literature and no one individual to provide special assistance or referrals. Re-entry services do exist on the Marysville Campus but, because it is 50 miles away, those services are not realistically accessible.

In 1976, after adding the Woodland area to its district, Yuba College established an outreach center in Woodland. Although it was projected that the Woodland Center would grow quickly, its expansion was limited by Proposition 13. However, with the granting of "campus" status in 1989, the relocation to new facilities on a 120 acre site and a general community growth, the Woodland Campus enrollment reached 1895 students in Spring 1992. This represents a 12 percent increase over Fall 1991.

With increased enrollment, there is increased demand for student services but an insufficient number of personnel to respond to that need. Currently there are only two individuals serving as counselors on a part-time basis, which results in a 1.6 FTE position. With such limited counseling time, neither counselor can be released for alternate or additional duties. At the same time, current budgetary constraints will not allow the hiring of additional personnel.

This proposal attempts to address the problem in a realistic and comprehensive manner. For the Woodland Campus, the solution includes hiring a Re-entry Center Coordinator on a part-time basis; utilizing, as has been done previously at Woodland, the expertise of two interns from the California State University Sacramento Counselor Education Program; providing clerical assistance through the Work-Study Program; and coordinating with the two Woodland Counselors for academic advising, Career Center, Financial Aid and Transfer Center services.

This solution was chosen because it is cost-effective in utilizing interns, interactive with other student services and realistic in terms of future institutional support. The focus is on coordination and integration rather than duplication of services.
3. Population To Be Served

Population to be Served

Re-entry students are the targeted population to be served by this proposal, including female and male students who:

1) have been out of high school for three years with limited or no college experience;
2) are adults over 25 years of age who are returning to college after at least a year's absence;
3) are single parents or displaced homemakers; and,
4) are continuing students who request services and initially would have met the above criteria.

This population, which comprised 60.3 percent of the student body in Woodland during the spring 1992 semester, needs the services that are being proposed in this application primarily because reentry students are at a disadvantage upon entering college. Typically, this non-traditional age-group has obligations far beyond academic demands -- family or work may have higher priority in terms of survival. Academic coping skills such as test-taking may have become rusty. Self-confidence and self esteem may be low, or the idea of competing with "younger" students may seem overwhelming. In addition, for many re-entry students, support at home for educational achievement is minimal or non-existent.

Therefore, the short-term impact of this proposal on the target population is a greater awareness of options, a supportive environment in which to strive toward new goals, assistance with job placement and access to university transfer programs. The long-term impact of this proposal is the strengthening of improved employment opportunities and academic development. This, in turn, affects not only the individual but the economic health and communal pride of society in general.
4. Objectives

Proposal Objectives

The following proposal objectives will be accomplished by the project:

1) Informational and recruitment components of new re-entry program services will be developed by July 21, 1992 - the first day of fall semester registration - so that identified re-entry individuals are invited to an August orientation. This will require:
   - recruitment and staff selection
   - facility set-up
   - organization of delivery system structure

2) Conduct orientation and registration sessions for 50 new re-entry students, 25 prior to the beginning of each semester (August, 1992 and January 1993). All will receive specialized attention and at least 90 percent will be registered in classes. It will be necessary to:
   - provide day and evening orientations for 25 students
   - give general college and specific academic information
   - cover financial aid opportunities
   - conduct campus tour
   - administer college placement exam
   - advise and register students in classes.

3) Support and retain the 50 core re-entry students and other continuing re-entry students. At least 80 percent of the 50 will be retained through specific on-going services scheduled for September to December and February to May such as:
   - weekly workshops on issues such as test-taking anxiety, self-confidence, study skills, financial planning, time-management, goal setting, etc.
   - career assessment
   - academic advising and educational planning
   - referrals to college and community resources.

4) Assist the 50 students with goal development by providing mentor/intern programs, employment interviews, or contact with a university representative by completion of the second semester. One hundred percent will be referred and at least 60 percent will receive two or more referrals. The following activities will be required:
   - establishment of faculty mentor program
   - establishment of employer intern program
   - linkage with the business community
   - coordination with university representatives
5) Conduct a variety of student surveys throughout the year which will be part of the formative and summative evaluations. These evaluations will evaluate the data and make recommendations for the process and product of the Woodland Campus re-entry services. Surveys will be administered after:

- orientations/registration
- workshops
- internships/mentorships
- job placement.

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5. Workplan Narrative

Work Statement

The five proposal objectives for re-entry services are sequentially listed to correspond to the flow of initially setting up a program, identifying and recruiting the target population, providing services and evaluating the program. A highly qualified Re-entry Coordinator will be hired on a part-time basis. This person will implement re-entry services by linking with established services at the Woodland and Marysville campuses and establishing new contacts with community service agencies and the employment sector.

Dr. Marian Shivers, Executive Dean of the Woodland Campus, will directly oversee the re-entry project, give guidance to the Coordinator and facilitate interaction among the different components. Prior to/becoming the Woodland Campus administrator in 1983, Dr. Shivers had served as a counselor at Yuba College since 1970. She has expertise in counseling approaches and a thorough understanding of the goals and limitations of Student Services at Woodland.

The Coordinator will focus on the liaison and organizational aspects of the program. Responsibilities will include establishing the calendar and following through on completion of activities, supervising and working closely with the staff, working on a one-to-one basis with students as needed, providing information to students and analyzing data for evaluations and recommendations. The Coordinator will have direct access to the top administrator at the Woodland Campus.

The certificated counselors will be responsible for the academic advising in the orientation and registration sessions and for ongoing educational planning. In addition, Helen Nickolson one of the counselors, will be designated as the Project Director Assistant and will assist the Coordinator in all phases of the program. Career Assessment and job preparation workshops will be conducted by Career Center staff. Financial aid and transfer information will be presented by personnel from those areas.

Issue-oriented workshops such as confidence building, study skills, etc. and support-group meetings will be held weekly. Two interns from the CSU Sacramento Counselor Education Program will assist the Coordinator with these activities. The interns will also have major roles in the mentor/intern and placement components of the program.

Evaluations will be conducted after every major component/key service of the program and a final report will be completed and disseminated in June 1993.
6. Expected Outcomes

Expected Outcomes of Project Activities

a. Project Objectives

Objective 1:
Informational and recruitment components of new re-entry program services will be developed by July 21, 1992.

Outcome and Measure:
Program will be established by hiring personnel and developing publicity. Targeted population will be identified and scheduled for on-campus orientation.

Objective 2:
Conduct orientation and registration sessions for 50 new re-entry students, 25 prior to the beginning of each semester (August 1992 and January 1993).

Outcome and Measure:
Matriculation requirements will be met for new students. Students will be familiar with academic requirements, campus facilities and resources. Also, students will be registered in courses.
Measure: 90 percent will register in classes.

Objective 3:
Support and retain the core re-entry students and other continuing re-entry students through specific, ongoing services.

Outcome and Measure:
On-going services will result in the reinforcement of previous information and in a support base to the students.
Measure: 80 percent of the 50 re-entry students will be retained.

Objective 4:
Assist the 50 students with goal development by providing mentor/intern programs, employment interviews or contact with a university transfer program representative by completion of second semester.

Outcome and Measure:
Students will receive faculty support on a personal level through mentorships. Students will apply their knowledge in a work-setting and will make employer contacts through internships. Internships will also provide a greater tie between the educational and business communities. A job placement/referral system will
Objective 5:

Conduct a variety of student surveys throughout the year which will be part of the formative and summative evaluations.

Outcome and Measure:
A thorough evaluation will help to better understand student needs and provide effective services. Also, data will demonstrate the need for services and provide the rationale for future institutional funding.

Measure: a formative evaluation will be completed after each semester and a summative evaluation will be finished by July 1993.

b. Impact of Project

This project works toward more completely fulfilling the mission and goals of the California community colleges. With this project, greater access to higher education and a greater opportunity for personal and academic success will be possible for re-entry persons. Although recruitment is an important component of the proposed plan, retention and the services which promote retention will drive the activities of the program.

Additionally, one impact of the project is that its comprehensive model may be replicated totally or used partially with any targeted group. For example, the flow from recruitment to ongoing services to a guided exit could remain the same; however, the specific techniques, approaches and issues can vary and be tailored to meet each targeted group's needs.

The impact will be most greatly and immediately felt by students at the Woodland Campus who will begin receiving services not presently offered. Re-entry students who have high potential for academic and career achievement but low self-esteem will be able to flourish and develop their potential. These students will enter the community college and find guidance and support from the Re-entry Center staff, faculty and peer advisors. The college atmosphere will be positive and encouraging rather than neutral or intimidating. This atmosphere will nurture self-confidence and success, which will lead to the student’s completion of goals.

The Student Services staff, counselors in particular, will also be favorably impacted by this project because it will relieve some of the psychological and time pressures to personally respond to re-entry students' needs. Counselors will feel comfortable referring students to supportive and highly qualified Re-entry Center personnel and, at the same time, will maintain student contact through academic advising.

c. Potential for Continued Support
This project will be a first step toward meeting the recommendations in the 1991 Woodland Campus Review which places the need for a Counselor/Re-entry Specialist as the top priority for staffing in Student Services. That report states:

The demand for services is increasing while staff is not. The inability of staff to meet these needs is a critical deficiency in the student service programs. Their [student] dissatisfaction is indicated when services are not provided. Presently, the dichotomy between student services and instruction is one-sided. Instruction is emphasized, as well it should be, but there needs to be a greater emphasis placed on student services. Student services provide the support mechanisms which maintain students in the instructional program.

Space has been allotted for a Re-entry Center in the next construction phase, which will be completed in spring 1993. Although there is substantial budget ambiguity at the State level, Yuba's administration continues to place high value on the acquisition of a Re-entry Coordinator for Woodland Campus. The benefits resulting from the implementation of this grant will further substantiate the need and a permanent position is planned as soon as possible. Other funds that will explored for this purpose include the Carl Perkins VATEA funds.

d. Potential for Adaptation

The unique feature of this project is the breadth of proposed services to be delivered on a very limited budget. Both quantity and quality are emphasized and will be provided by coordinating and taking advantage of existing services in a creative way, drawing on the expertise of an established graduate counselor-intern program, utilizing the availability of work-study students and offering volunteer learning experiences to continuing students who wish to assist the project as peer advisors.

This re-entry project is particularly significant to other emerging student services programs at Yuba College and other colleges or district. It is also significant to districts similar to Yuba which have satellite campuses and outreach centers with incomplete student services delivery systems.

Emerging student services and satellite campuses are selected because of their evolving nature and limited resources. For this type of service or campus, the proposed project will be totally transferable and adaptable.
7. Evaluation Plan

Evaluation of Plan

a. Program Evaluation

Both formative and summative evaluations will be conducted based on the proposal objectives and their measures. Evaluations will include a summary of student results, identification of any problems incurred, the identification of effective methods, the identification of successes and recommendations for future reentry services.

Following the first semester, a report will be completed which will include student evaluations of the orientation and registration sessions and of on-going services such as workshops on self-confidence and study skills. The number of students participating and the type of services they receive will also be recorded.

After the second semester, a similar report will be completed in terms of student evaluations, but this report will include additional data. This data will result from student, faculty and employer evaluations of the mentor/intern and placement components of the project.

The summative report will compare and analyze the results from the two semesters. This report will include evaluations by the Re-entry Center staff and the Student Services staff. The project's success will be assessed and recommendations will be made for the future.

The summative report will be completed in June 1993 and disseminated in July 1993.
8. Dissemination Plan

Dissemination

Upon completion of this re-entry student services program, a summative evaluation report will be completed in June 1993. This report will contain an abstract of the original proposal, the measurable objectives and a description of the delivery method. In addition, the report will provide information on problems encountered, successes achieved and recommendations for the Woodland Campus and similar California community college campuses which are developing new student services programs.

The evaluation report will be mailed by July 1993 to each of the 107 community colleges, the Deans of Off-Campus Centers group, the Chancellor’s Office, Yuba College deans in instruction and student services, the Yuba College District Superintendent/President and the Yuba College Board of Trustees.

A cover letter and a very brief feedback form will be included with the final report and will request two things:
1) feedback or any relevant information and
2) additions to the dissemination list.

This response can then be used to evaluate the dissemination plan.