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This proposal addresses the following statewide need: Re-entry students, regardless of individual academic potential, are at a disadvantage educationally upon entering a college setting. By definition, most 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.

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).

To cope with the needs of these re-entry students, Woodland Campus-Yuba College proposes to offer a variety of special services. This project proposes to go beyond provision of services for a special population, however, to an examination of the effectiveness of these services. While it may be assumed that such services will have a positive effect on student success, retention, and persistence, limited evidence exists as to the benefits. The purpose of this project will be to determine whether, in fact, a correlation exists between services provided and student success.
This program will focus on Educational Services for New Clientele. It will also meet the Board of Governors 1992-93 Basic Agenda: Student Access and Success.

The research activity will be a post-test design with equivalent control groups. Experimental and control groups of at least 50 re-entry students in each group will be matched on certain attributes to assure equivalencies. Services will be provided to the experimental group, and the following hypotheses will be tested:

Re-entry students who receive additional matriculation, career exploration, and supportive services will complete more units, persist between semesters at a higher rate, and indicate a higher level of goal achievement and higher satisfaction with college services than similar students who receive no special services.

The experimental group of re-entry students will maintain a GPA of at least 2.0; complete at least 20% more units with a grade of C or better; re-enter the spring semester at a rate of 70%.

The following research questions will be answered:
1. Will re-entry students provided special orientation and registration assistance register more often in appropriate level courses (as determined by assessment) and register in more units than students not receiving this assistance?

2. Will re-entry students provided specific ongoing services (workshops, career assessment, academic Advising, referrals to others services, etc.) successfully complete more units, persist between semesters at a higher rate, and indicate a higher overall GPA than similar students who receive no special services?

3. Will re-entry students who receive mentoring assistance toward goal setting, referrals to employers, and job readiness workshops successfully complete more units, and indicate a higher level of goal completion than similar students who receive no special services?

4. Will re-entry students who receive the various support as identified above feel generally more satisfied with their college experience than similar students who receive no special services?
The problem being addressed by this treatment is the need to assist mature, returning students with support that encourages them to continue their education, and the current inadequacy of support services at Woodland Campus. There are limited re-entry student services at the Woodland Campus of Yuba College. Re-entry services do exist on the Marysville Campus but, because it is 50 miles away, those services are not realistically accessible. Only 1.6 counselors are available to assist the 2,000 students at Woodland.

Usually, re-entry students 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 have fewer than 30 accumulated units.

This proposal attempts to examine the problem in a realistic and comprehensive manner through provision of services and evaluation of the impact of these services. For the Woodland Campus, the treatment includes hiring a Re-entry Center Coordinator/Advisor on a part-time basis; utilizing the expertise of two interns from the California State University Sacramento Counselor Education Program; providing student clerical assistance; coordinating with the two Woodland Counselors for academic advising and career counseling/advising; and providing Financial Aid and Transfer services.

This treatment was chosen because it is cost-effective in utilizing interns, coordinated with other student services and realistic in terms of future institutional support. The focus is on coordination and integration rather than duplication of services. The treatment will include support in specific areas:

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

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 intimidating that they
don't take appropriate courses or steps to attain that goal. The
mystique of a "university campus" can overshadow individual
desires and discourage the re-entry person. We will work to
demystify transfer education.

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 place students
into internships and refer students to job openings.
Re-entry students, male and female, are the targeted population to be served by this proposal. Re-entry students are defined as 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.

Eighteen hundred and ninety-five students enrolled at the Woodland Campus in spring 1992. Of these students 72 percent were over 22 years of age and 55 percent were over 26 years of age. Many of these students are working adults. Forty-one percent aged 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.

This population needs the services that are being proposed in this application primarily because re-entry students are at a disadvantage upon entering college. Typically, this nontraditional 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.

The experimental group will be selected from students who respond to recruitment efforts through the media, community groups, social service agencies and private industry. The control group will be randomly selected and matched on similar characteristics.
The following objectives will be accomplished:
1. A research study will be conducted to determine the effects of providing additional support to at least 50 re-entry students, using a post-test-only design with equivalent control groups, to measure the differences between experimental and control groups.

2. Identified support services will be provided through a reentry program to the experimental group:
   a. At least 50 re-entry individuals will be served (25 each semester) through orientation and registration sessions as a result of information and recruitment components of re-entry program services developed by August 2, 1993 -- the first day of fall semester registration;
   b. The experimental group of 50 core re-entry students will be provided with specific, ongoing services scheduled September 1993 through May, 1994, resulting in increased college success;
   c. At least 80% of the experimental group will be assisted with goal development and provided mentor/intern programs, employment interviews, and/or contact with a university representative by the completion of the second semester.

3. Surveys will be utilized and student performance data will be gathered and analyzed by June, 1994.

4. Summary, conclusions, and recommendations will be combined into a report for systemwide distribution to 107 colleges.
The research plan will be finalized upon notification of grant funding. Procedures for identifying both the experimental and control groups will be developed and identification begun in July, 1993.

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. Brad Phillips, Yuba College Director of Research and Assessment, will work closely with Dr. Shivers and the project coordinator in the design of the project and collection and analysis of data. A research assistant will be hired for 50 hours to help with data collection and analysis.

A highly qualified Re-entry Coordinator/Advisor will be hired on a part-time basis. Working with Shivers and Phillips, this person will implement the research activities and the 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.

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 academic advising 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 informational and recruitment components of the re-entry program services will be developed by August 1, 1993 the first day of fall semester registration - so that identified re-entry individuals are invited to an August orientation. This will require: - recruitment - facility set-up - organization of delivery system structure.

Orientation and registration sessions will be conducted 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 - provide general college and specific academic information - provide information on financial aid opportunities - conduct campus tours - administer college placement exam - advise and register students in classes.
The certificated counselors will have primary responsibility for the academic advising in the orientation and registration sessions and for on-going educational planning. In addition, Helen Nickolson, one of the counselors, will be designated as the Assistant Project Director. Career Assessment and job preparation workshops will be conducted by Career Center staff. Financial aid and transfer information will be presented by staff.

The 50 core re-entry students will be served through various services and workshops. 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 including test anxiety, confidence-building, study skills techniques, financial planning, time-management, and goal setting -career assessment -academic advising and educational planning Two interns from the CSU Sacramento Counselor Education Program will assist the Coordinator with these activities and will also have major roles in the mentor/intern and placement components.

The 50 experimental group students will be assisted 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 transfer center representatives -referrals to college and community resources.

Student surveys and a limited number of interviews will be conducted with both the experimental and control groups.

Student performance data will be collected for both the experimental and control groups on 1) number of units enrolled; 2) number of units successfully completed; 3) grade point average; 4) persistence between semesters; 5) level of goal completion; 5) and level of satisfaction with the college experience. The data will be analyzed, and a report will summarize the data, draw conclusions, and make recommendations. This report will be utilized to make decisions about the continued activities of the Woodland Re-entry project; it will also be sent to all community colleges in the system.
a. Project objectives

Objective 1. A research study will be conducted to determine the effects of providing additional support to at least 50 re-entry students, using a post-test-only design with equivalent control groups, to measure the differences between experimental and control groups.

Outcome and Measures: Re-entry students who receive additional matriculation support, career exploration, and supportive services will successfully complete more units, persist between semesters at a higher rate, and indicate a higher level of goal achievement and higher satisfaction with college services than similar students who receive no special services.

Objective 2: Identified support services will be provided through a re-entry program to the experimental group:

a. At least 50 re-entry individuals will be served (25 each semester) through orientation and registration sessions as a result of information and recruitment components of re-entry program services developed by August 2, 1993 -- the first day of fall semester registration;

Outcome and Measure: Targeted population will be identified and scheduled for orientation. Matriculation requirements will be met. 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.

b. The experimental group of 50 core re-entry students will be provided with specific, ongoing services scheduled September 1993 through May, 1994, resulting in increased college success;

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 So re-entry students will successfully complete at least 75 percent of their classes and at least 70% will be retained between semesters.

c. At least 80% of the experimental group will be assisted with goal development and provided mentor/intern programs, employment interviews, and/or contact with a university representative by the completion of the second semester.

Outcome and Measures: Students will receive faculty support through mentorships. Students will apply their knowledge in a work-setting and
will make employer contacts through internships. A job placement/referral system will give re-entry students a competitive edge in obtaining employment. Contact with a university representative will assist with the transition to a university campus. Measure: 100 percent will be referred and at least 60 percent will receive two or more referrals.

Objective 3: Surveys will be utilized and student performance data will be gathered and analyzed by June, 1994.

Outcome and Measure: The experimental group will maintain a GPA of at least 2.0; complete at least 20% more units with a grade of "C" or better; re-enter, the spring semester at a rate of 80%; indicate a higher level of goal completion; at least 75% of experimental group will indicate higher level of goal completion and satisfaction with college services than will control group.

Objective 4. Summary, conclusions, and recommendations will be combined into a report for systemwide distribution to 107 colleges.

Outcome and Measure: A report will be completed and submitted to all California community colleges by July, 1994. b. Impact of Project: The research design of this project is a fairly simple one that can be easily replicated, and the final report will describe the process. The data, conclusions, and recommendations should all be of value to colleges that are looking for information about the impact of the services they provide or would like to provide.

Another 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 on-going 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 develop their potential. The campus atmosphere will nurture self-confidence and success, which will lead to the student's completion of goals.

c. Potential for Continued Support: This project will be a key 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. 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. It is assumed the results from the implementation of this grant will further substantiate the need for a permanent position as soon as possible. Various funds, such as Carl Perkins VATEA, will be explored for this purpose.

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 students who wish to assist the project as peer advisors.

This re-entry treatment is particularly significant to other emerging student services programs at Yuba College and other colleges or districts, which have satellite campuses and outreach centers with incomplete student services delivery systems.
a. Program Evaluation. Evaluation will be both quantitative and qualitative. It will consist primarily of measuring the hypotheses through data collection and analysis, utilizing student performance data, student/staff surveys, and a structured interview technique with a representative sample both from control and experimental students. The project’s success will be assessed and recommendations made for the future. These hypotheses will be measured:

1. Re-entry students who receive additional matriculation support, career exploration, and supportive services will successfully complete more units, persist between semesters at a higher rate, and indicate a higher level of goal achievement, and higher satisfaction with college services than similar students who receive no special services.

2. The experimental group will maintain a GPA of at least 2.0; complete at least 20% more units than the control group with a grade of C or better; return in spring semester at a rate of 80%.
Upon completion of this research, a summative evaluation report will be completed in June 1994. This report will contain an abstract of the original proposal, the measurable objectives and a description of the research and 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 report will include evaluations by the Re-entry Center staff and the Student Services staff.

The summative report will be mailed in July-August 1994 to the chief administrator for Student Services at each of the 107 community colleges with a form requesting for response/comment, indicating a) if the study is feasible of replication at their institutions; b) how useful the data/conclusions are; and c) with whom they will share the report at their institutions. In addition, copies of the report will be sent to the Deans of Off-Campus Centers group (DOCCs), the Chancellor’s Office, Yuba College staff, including the Yuba College Superintendent/President, and the Yuba College Board of Trustees.

A request to present the outcome report will be made to the Community College League of California, and student services organizations such as Chief Student Services Administrators Association, 4CA California Community College Counselors Association), and/or regional matriculation conferences in 1994-1995.
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