94-1029
Modesto

Springboard to Success

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Consortium Project.

The proposed consortium will consist of the following members:
Modesto Junior College

Stanislaus County Department of Social Services --- GAIN

Tri-Valley Growers

King-Kennedy Center (a Modesto recreational center, providing educational, social and cultural activities to community residents in Modesto's low-income minority community.)

Robert T. Elliott Education Center

Their proposed roles and interaction will be detailed more fully in a project plan to be presented to each member; briefly, however, each member will be responsible to identify and refer re-entry students to the program;

assist in marketing the program;

provide resources to facilitate the program activities;

assist in the dissemination plan for the program.
By establishing a program to meet the specific needs of re-entry students, "Springboard to Success" addresses one of the related objectives of the Board of Governors' Basic Agenda priorities, that of access. Among the Board of Governors' initiatives within that objective, and more recently articulated under "Student Services", is one to design a comprehensive service package that couples instruction and support services to meet students' needs. Re-entry students will receive the initial services necessary to ensure their retention during the critical, first weeks of their college careers. This service, combined with follow-up activities, can serve as a model for the Community College system by assisting other colleges to meet re-entry students' needs.
Eligible Programs and Services

This proposal will address the eligible programs and service area of program development, including efforts to address the special learning needs of educationally disadvantaged re-entry students.

Re-entry students may be eager to enroll in college but may not be eligible for GAIN, need to be aware of college opportunities, need enhanced support services (child care, tutoring, counseling, transportation, books, supplies, etc) and an environment that fosters motivation and the desire to be successful.

Therefore, the Basic Agenda priority to be addressed is Student Services and its related objective, access. As the Basic Agenda Policy directions and Priorities for the 90 notes, "if the community colleges are to ensure educational quality and equity, it is imperative that student support services be delivered in an effective, sensitive and more comprehensive fashion. Their impact needs to be maximized by designing and delivering a comprehensive package of services to students."

Modesto Junior College has a Re-entry Center, which has become the center of activity for a significant number of these students. In 1993, 8,118 students signed to use its services. The Re-Entry Club at the college has also been active, in sponsoring major activities for these students, including publication of a newsletter, supervision of a Parent Locating Service and support workshops. Although VATEA funding supports services for many of these students, this traditionally underrepresented group continues to be affected by declines in access, which affects their retention and ability to succeed in college. A high unemployment rate in Stanislaus County (15-17% between 1992-93) and numerous plant closures in the area adds to the decline in access as more pressure is placed on the college to meet the demand for entering re-entry students. The college also serves a significant number of GAIN students. A more comprehensive approach, integrating instruction, support services and follow-up, is necessary to address the needs of these students.

Substantial evidence justifying the area of access for re-entry students is further borne out in the Institutional Self-Study Report of Modesto Jr. College, which indicates a need to improve services and mainstream re-entry student. The Plan of Action for Gender Equity/Single Parents and Displaced Homemakers Program
also indicates a need for additional workshops and support groups. The Springboard to Success program will offer the necessary workshops and peer resource groups for these students.
The specific problems to be addressed in this proposal were documented in Modesto Jr. College's accreditation survey, a recent survey conducted on re-entry students, the Student Equity Plan and the Plan of Action for Gender Equity/Single Parents.

A review of the Accreditation Survey results indicates that re-entry students as a group had a significantly more difficult time matriculating through college due to barriers that hindered their retention and success. For example, financial assistance (particularly in purchasing books) and managing school and work continued to deter students' progress.

An informal survey was conducted of re-entry students in preparation for this project, in order to further validate the problems these students face to succeed in college. When asked to identify their needs, their responses to the need for certain services was as follows:

- 80% identified a need for study skills
- 75.8% identified a need for assertiveness training
- 75.8% identified health concerns and a need for stress management
- 67.7% identified a need for time management
- 62.5% identified a problem of math anxiety
- 59.4% identified a need for budgeting their funds

The majority of students in the survey also indicated (in response to Question #3 of the survey) that their first priorities were to (1) obtain a certificate or degree or (2) complete courses for transfer to a four year college or university. (A complete copy of the survey and an accompanying analysis of its results is attached in the Appendix.)

One of the stated goals of Modesto Junior College's Student Equity Plan is to increase to 70% the completion rate for degree applicable and transfer courses taken by all students. The Student Equity Plan recommends a range of activities, such as early alert programs and mentoring to meet students' needs. The Plan of Action for Gender Equity/Single Parents also indicates the need to establish additional services to assist re-entry students to meet their goals.
To address this problem, a program is designed to address the specific needs of reentry students to complete certificates or degrees and transfer. This program of activities was selected over other solutions because they are consistent with the solutions addressed in the college's Student Equity Plan and further, are recommendations of the Plan of Action for Gender Equity.
The target population will be low-income re-entry students at Modesto Junior College.

Modesto Junior College, located in the San Joaquin Valley, serves the semi-rural populations of Stanislaus County and surrounding counties. The college serves 18,232 students. According to the 1990-91 District Atlas, the ethnicity of the student body is 67.2% white, 29.5% minority, with an increasing limited-English-speaking population. The student population includes 9,908 women. Over 30% of the student body is age 35 and over.

In a survey conducted in February 1994 in preparation or this proposal, a survey of reentry students revealed that most of the students were between the ages of 25-34 and employed more than half time. Although a small percentage are from ethnic minorities, the majority are white.
To identify and recruit 100 re-entry students by Fall 1904 into the Springboard to Success Program.

100% of the participants will have completed participation records of the program.

To increase access to educational services for 100 re-entry students by conducting a re-entry week for them during Sept. 1994 to introduce them to an array of available services.

Post evaluations of the re-entry week activities will favorably show that at least 80% of the participants benefitted from the week.

To increase retention all participants in the Springboard! to Success program by ensuring that participants are adequately assessed for services during Fall 1994.

Records of those who agree to participate in the program will indicate that 90% received assessment services to determine their academic and personal needs.

To increase the completion rates of Limited English Proficient (LEP) re-entry students who complete degree applicable courses in basic skills by linking those students enrolled in ESL 40 classes to "College Success" and College guidance classes and other re-entry student activities during Fall 1994.

Completion rates for LEP participants enrolled in basic skills courses will increase by 4% during 1994-95.

To increase the retention rate of participants from beginning of semester to the end of term through an Early Alert program that tracks and monitors student progress.

80% of the participants who received assistance before they drop out will be retained until the next semester of the program.
The following activities describe the general work to be done by the Springboard to Success Program. As the objectives state above, the program will consist of a comprehensive intervention program of identification and recruitment, assessment services, re-entry activities for all students, special activities to address the needs of LEP students and an Early Alert monitoring system to provide assistance to those students who might otherwise drop-out.

Objective 1: Identification and Recruitment of Participants

Activities:

1.1 During the first semester, data will be collected from the district admission application to identify students who may be re-entering college. The district's Information Systems staff will provide the Program Specialist with a list of potential participants sorted by eligibility requirements. Students will also be recruited from the College Readiness Program, the Gender Equity Program, and Extended Opportunities Programs and Services (EOPS).

1.2 To initiate the program, literature will be distributed to inform the consortium members and others in the community about it, and emphasize the goals, objectives, and services available to participating students, as well as eligibility requirements for participation.

The goal of the informational marketing plan will be to target eligible students in order to obtain their support and commitment to the program. The material will be distributed to the consortium members. The Program Specialist will ask college outreach personnel to make program literature available at high school visits and college nights.

1.3 The Program Specialist will also work cooperatively with the consortium members, Associated Student Body groups and the MJC newspaper, The Focus, to publish articles that highlight the program. The Program Specialist will appear on local talk shows and make service club presentations. Finally, the college will work with radio stations and the local Hispanic television station, Channel 19, to provide Public Service Announcements about the program, which will air regularly during the program year.

1.4 The three main venues to inform high school drop-outs and re-entry students of the Springboard to Success Program will be through the Greater Avenues for Education (GAIN) Program, the MJC Testing Center when administering the GED test, and the MJC Student Equity
Non-Traditional Career Conference. The Program Specialist or staff will make presentations in MJC GED courses emphasizing the benefits of the *Springboard* to Success Program and encouraging these students to continue their education. Those students who take the GED test at MJC will be sent Springboard information with their test results; GAIN students will also be sent literature about the program, and a portion of the one-day Non Traditional Career Conference offered annually at Modesto Junior College will focus on the Springboard to Success Program and opportunities for these students to further their education.

**Budget Amount:** $7,114

**Personnel Required:** Program Specialist, In-Kind assistance from the community agencies involved; District Information System staff

**Equipment/Materials:** District Information Systems, posters, recruitment materials

**Evaluation Criteria** Recruitment records on participants

**Objective 2: Increased Retention Through Re-Entry Week and Other Activities**

2.1 Through a planning committee, create an Agenda for a "Re-Entry Student Week" of orientation activities, with sponsorship from the Re-Entry Center.

2.2 During the re-entry week, provide "hands on" experiences for students who seek certificates and seek to enter technical/vocational occupations, providing them with experiences in graphic arts, agriculture and nursing.

2.3 During the re-entry week, conduct workshops for those re-entry students seeking degrees with various professors who will orient participants to the requirements in their courses.

2.4 Provide workshops to acquaint all participants with on-campus and off-campus support services.

2.5 Offer college "survival" workshops in cooperation with faculty and administration. Classes will be offered on Tuesdays at 1:00 during College hour and televised on cable for the
benefit of those who are employed at that time. Workshops will cover such topics as Study Skills, Time Management and Goal Setting, College Transfer (application process to four year college systems) Consumer Finance and Health related workshops. A more detailed description of the workshops is included in the Appendix.

2.6 Develop a schedule and handbook for participants to use during re-entry week, which includes the week's events and the schedule of "survival" workshops.

Budget Amount: $2,500

Personnel Required: Program Specialist; in kind services of the Vice President, Student Services, Director, Student Activities and other volunteers on the Planning Committee

Equipment/Materials: Posters, publicity materials, binders, paper and materials for participants' handbook.

Evaluation Criteria: Post evaluations of Re-Entry Week activities are favorable.

Objective 3: Conduct Assessment Process

Activities:

3.1 Conduct intake interviews of re-entry students who wish to participate, using a trained Intake Counselor in a private Intake Office in the college Learning Skills Center.

3.2 To determine the academic and personal needs of each student, all re-entry students who enter the Program will be required to complete a battery of placement tests conducted by the Springboard to Success Counselor and Testing Center personnel. Participants will be provided information about available support services such as child care, books, etc. and assistance in the completion of a financial aid application as well.
3.3 In cooperation with the campus Testing Centers, all incoming freshman participants will be tested for Reading, Math and English competencies. The test scores for the students in the Springboard Program will be forwarded to the Program Director to be included in the student's needs assessment. The Springboard to Success Counselor and other counselors will work with each participant to complete a Learning Styles Assessment, Study Skills Assessment and a Career Assessment Inventory. Assessment test results, high school transcripts, financial need, and interview data will be used to develop a personalized plan of action.

Budget Amount: $5,080

Personnel Required: 1 Counselor (@25%)

Equipment/Materials: Assessment and placement test instruments

Evaluation Criteria: Positive comments on evaluations; of assessment services

Objective 4: Increase Completion Rates of LEP Re-Entry Participants

Activities:
4.1 Recruit students from ESL 40 classes to register and attend "College Success" and Guidance classes.

4.2 Hire two re-entry students to be paid as in-class aides in Guidance 116 and the "College Success" classes. In addition to support provided in the classroom to other students, students will work a maximum of 15 hours in the Re-Entry Center.

4.3 Conduct a recognition event to celebrate the success of students who progress from term to term through ESL 49 to ESL 50.

Budgeted Amount: $12,100

Personnel Required: Classroom Aides, Program Specialist

Equipment/Materials: Supplies for recognition event

Evaluation Criteria: Records reflecting that 80% of the LEP participants progressed from term to term

Objective 5: Implement an Early Alert System
5.1 Implement an Early Alert System, by tracking the progress of participants and contacting those who are having academic problems. Both the Program Specialist and classroom aides will personally contact students who miss classes or otherwise are having academic trouble.

5.2 Using the district’s MIS format, track the academic progress of participants in order to maintain an Early Alert system to prevent students from dropping out.

Budgeted Amount: Same as Objective 1

Personnel Required: Program Specialist

Equipment/Materials: District MIS System

Evaluation Criteria: Records of students who progressed to the next term
Objectives/Impact of the Project

To identify any unanticipated outcomes, the Program Specialist and the Director of Research will review each of the above objectives, and discuss the results with the program staff at regular meetings. As needed, structured data collection activities will be developed to collect data on these unanticipated outcomes.

Other program outcomes which will likely occur, but are difficult to measure, include:

Increased awareness among the target population to available services

Creation of a campus and community-wide effort to encourage retention of re-entry students

Potential for Continued Support

Many of the goals sought in this project are consistent with those of the district's Student Equity Plan. The product, a handbook for re-entry students, can be institutionalized and become part of the services provided through the college's, Re-Entry Center. Therefore, it is anticipated the project will have continued support after the funding expires.

Potential for Adaption to Other Institutions

The handbook to be developed for Re-Entry Week is easily transportable and therefore, adaptable by other colleges for use in retention efforts of re-entry students. The handbook will be available on disk, with "user friendly" instructions on how to conduct the re-entry week with accompanying intervention services.
Evaluation is a key component of the proposed program, both to determine if activities are on schedule, and if the proposed outcomes are being achieved. The Yosemite Community College District (YCCD) is fortunate to have a Director of Research who is skilled in evaluation techniques and will work closely with a program staff on the evaluation activities.

1. Identification of Problems Incurred

An evaluation form will be developed listing the objectives, activities completed and any problems incurred. The Program Specialist will describe when each activity was completed and any problems that occurred. An example for the first objective follows:

<table>
<thead>
<tr>
<th>Objective 1:</th>
<th>Activity/Date Completed:</th>
<th>Problem Incurred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification/Recruitment</td>
<td>Data collection to identify students</td>
<td>Not all students willing to</td>
</tr>
</tbody>
</table>

2. Identification of Effective Methods.

Formative Evaluation.

To identify effective methods, information will be collected during the evaluation which is appropriate to the program and include such items as student enrollment data, student retention, student needs, as identified during re-entry week, transcripts, records of meetings and workshops, etc.

A formative evaluation process will be used to determine whether the program activities are on schedule. The Program Specialist will be responsible for a review of the activities. The following general questions will be asked:

Are the program activities being conducted on schedule?

Do any adjustments need to be made to the activities?
3. Identification of Successes (Outcomes)

The chart below provides a sample objective (Objective #2) and illustrates how proposed successes will be identified:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Methods to Be Used</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To increase retention of re-entry students through</td>
<td>Records will be maintained on activities held; will complete post evaluation of activities</td>
<td>Hands on experiences for participants; workshops evaluations</td>
</tr>
</tbody>
</table>

4. Development of Recommendations:

A summative evaluation will be conducted at the end of the program. The Program Specialist will prepare a final report, which will include an analysis of such key questions as:

- Have the program objectives been accomplished?
- What have been the other outcomes?
- What recommendations should be offered to those interested in replicating the project?
Dissemination

a. Product/Results

A re-entry students’ handbook will be developed which will include a schedule of live activities as well as teleconferenced/televised activities. The handbook will also include a section on support services available to students (on and off campus), ReEntry Center activities, a section to allow the participant to record/track his/her progress, and a section with important/key phone numbers.

b. Target Population for Dissemination

The target population for dissemination will be the following groups:

Chief Student Service Officers
Matriculation Directors
Academic Senate Presidents

c. Methods Used to Disseminate

Various methods will be used to disseminate the project’s outcomes, including Infonet, the statewide electronic bulletin board for Community Colleges, the Chief Student Service Officers Council, the Statewide Academic Senate and presentations at such conferences as the Chancellor’s Office Mega Conference.

d. Timetable for Dissemination

A timetable for dissemination will be developed as follows:

<table>
<thead>
<tr>
<th>Dissemination Method</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info-net</td>
<td>Monthly</td>
</tr>
<tr>
<td>CSSO Council</td>
<td>TBA</td>
</tr>
<tr>
<td>Statewide Academic Senate</td>
<td>TBA</td>
</tr>
<tr>
<td>Mega Conference</td>
<td>April 1995</td>
</tr>
</tbody>
</table>

Evaluation Methods for Dissemination Plan

To adequately evaluate the effectiveness of the dissemination plan, both formative and summative means will be employed. During the dissemination stages, the Program Specialist will maintain records of requests for information on the program and copies of the handbook. In the summative stage, a summary will be included in the Final Report that documents the
effectiveness of the dissemination plan, if it was carried out as scheduled and any potential recommendations for the future.

It is anticipated that the successful outcomes will be easily adaptable to other colleges.

Chief Student Service Officers
Matriculation Directors
Academic Senate Presidents
Student Equity Coordinators

Methods Used to Target and Disseminate to the Target Population

Various methods will be used to target information to the target population. A dissemination plan will provide for information to be produced in several formats, including a 3 ½” disk and executive summary. The plan will include both internal methods within the college as well as external methods.

Internally, the project outcomes will be discussed at College Council meetings and division dean meetings. Highlights of the project will be displayed in the College bulletin.

Externally, the Vice President of Student Services will make presentations with the Project Director before the Statewide Chief Student Service Officers, as an example of a model retention strategy.

Additionally, the Project Director will offer to present at, such conferences as the Statewide EOPS Conference and Gender Equity Conferences.

The handbook for the project will also be advertised through Infonet, the Statewide electronic network for community colleges.

d. Timetable for Dissemination

The following timetable will be used to disseminate information about the program
e. Evaluation Methods for Dissemination.

The Program Specialist will monitor the number of requests for both the handbook and presentations made about the program, during the dissemination process. The final report will include a synopsis of the dissemination plan and its successes.
[No information provided in this document for this section.]