

## **Women's Program 2008-09 Initiative: Women in Transition**

### **Summary:**

This initiative meets the needs of Transitions to Success students through the provision of classroom support, career exploration workshops and student support services.

### **Description:**

This initiative maintains adequate support for the Transitions to Success Program, the successful model program designed to assist displaced homemakers, single parents and other women in transition access education and training. Transitions is highly effective in recruiting and retaining these students through offering an integrated curriculum of Career/Life Planning and Life Transitions, in a learning community with linked classes in

- Writing (WR 115 & WR121)
- College Success
- Strength Training
- Math (Math 10 & 20)
- Computer skills
- Effective learning

Building on a Career/Life Planning and Life Transitions core curriculum, students may take a one or two term option of additional linked classes. This cohort based, linked class format is a proven best practice for student engagement and success and forms a first year experience for women students that provides an effective foundation for continued enrollment in programs and classes at Lane. The program also offers advising services, and direct student assistance with transportation, tuition, supplies and other emergency needs.

Academic and career success of special populations already enrolled in CTE programs are directly related to their initial preparation and support. The Transitions program is strongly linked to CTE programs and strongly emphasizes enrollment in CTE as an educational choice. All students participate in career skills assessments and career planning and exploration activities. There is a focus on non traditional career exploration that includes exposure to community role models and computer workshops.

This approach works:

**Ninety new students were enrolled in Transitions fall term 2007**

**87% continued with college classes in winter 2008**

**Of these 41% were enrolled in CT programs or had CT majors**

The Transitions program provides supplemental support services for students to assist in the transition to school. The funds support direct support services for displaced homemakers /single parents enrolled in Transitions to Success and additional support to Transitions students who enter career technical programs after a first term of Transitions. Financial support for expenses such as transportation, tuition and fees is essential for

displaced homemakers and single parents as they make the transition into education and training. These support monies provide a *bridge* for these low income students who are usually the sole support for their families and struggling with barriers such as recent divorce, single parenting, domestic violence, low wage work, recovery from substance abuse, long periods of underemployment, juggling family school and work, death or disablement of a spouse, negative past educational experiences, homelessness, and poverty. Transitions students face many barriers yet show a higher success and persistence rate in subsequent Lane classes than other Lane first year first time students (IRAP). Direct assistance as part of an integrated program for these students makes the difference between being able to enroll in educational programs or not. This support is essential as students explore career training options.

Transitions Program faculty, administration, advising, and office support are funded by the college general fund. Perkins funds will be utilized for:

- Instructional assistants: these classroom aides provide additional student support with assigned classroom projects that build towards an individualized five year career/life plan.
  - Computer workshops: two workshops in basic computer literacy and basic web design are provided each term.
  - Direct assistance for the students as described
  - Program supplies and travel.
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### **Strategic Direction**

- Build organizational capacity and systems to support student success and effective operations.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

### **Learning Plan Goals**

- Address the need for direct student support from faculty and staff as a crucial element of the learning environment
- Enhance student success and retention
- Enhance student transitions at all levels.

## Student Affairs Plan Goals

- Create innovative, flexible, and collaborative programs that are responsive to the needs of students and employers and facilitate a smooth transition from college to the workplace.
- Ensure success-oriented systems and experiences.
- Facilitate effective transitions through college policies, practices, and programs that are intentional and aligned with the college's vision mission, and values.

## College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
  - 1.c. Enrollment Management: Workforce Development
  - 1.e. Enrollment Management: Increase Credit Enrollment Level
  - 4.1 Responding to unit plans/council plans: Innovation
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## Questions and Answers

*How is the initiative linked to the Unit Plans most recently submitted?*

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

*How is this initiative linked to the efficiencies and productivities plans you had last year?*

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

This is a continued college and program initiative to strengthen and maintain the Transitions Program.

*Describe the resources needed:*

Resources needed include instructional assistants who provide supplemental support for program students, non credit instructors and classroom aides for 2 computer skills workshops per term, program materials and supplies, staff travel, and direct student support for tuition, fees, supplies, transportation, and other program expenses.

## Personnel

Timesheet staff

#instructional assistants 650 hours @ 17.36 = 11284

#computer workshop aides for 4 terms 1184

#OPE 4302

#non credit instructors 1250

#OPE 432

### **Materials & Supplies**

Program supplies 4000

### **staff travel**

Travel for program meetings 500

### **Student Support**

#Participant Tuition/books 21000

#Participant Transportation 5000

#Other participant supplies 2000

### ***Funding*** Carl Perkins

*What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.*

This initiative will support a program completion rate of 96% and success rate of 94% as measured by IRAP data.

A minimum of 85% of Transitions students will continue as Lane students the term following program completion, at least 40% of these students will choose CT majors.

### ***Department Priority:***

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### ***Unit Resources:***

The Women's Program general fund resource contribution for Transitions is 243442.

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### **Carl Perkins Funding Request**

*Is this a Career & Technical Education program approved by the state and offered through Lane for credit?*

No

*If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?*

Yes

*Do you have an advisory committee that meets 2-3 times per year?*

No

*If request is for personnel, will funds be used to replace an existing position?*

no

*How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?*

The Transitions Program is a seven to fifteen credit learning community that forms the basis of general education requirements and elective credits for Career Technical degrees. The program is also strongly linked to CTE programs and strongly emphasizes enrollment in CTE as an educational choice. All students participate in career skills assessments and career planning and exploration activities. There is a focus on non traditional career exploration that includes exposure to community role models and computer workshops.

This cohort based, linked class format is a proven best practice for student engagement and success. Transitions students face many barriers yet show a higher success and persistence rate in subsequent Lane classes than other Lane first year first time students (IRAP).

*How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?*

*Lane's Transition Program successfully prepares hundreds of students each year for this transition and enrollment and success in CTE programs*

The program is a feeder program to CTE for single parents, displaced homemakers & other women in transition

*EQUIPMENT \$*

Question Not Answered

*COMPUTER HARDWARE \$*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*MATERIALS & SUPPLIES \$*

32000

*CURRICULUM DEVELOPMENT (Hours)*

Question Not Answered

*PART-TIME FACULTY \$*

1682

*TIMESHEET STAFF \$*

16770

*TRAVEL \$*

500

*Can this initiative be partially funded?*

No

*EQUIPMENT \$*

Question Not Answered

*(E) Explanation of effect of partial funding:*

Question Not Answered

*COMPUTER HARDWARE \$*

Question Not Answered

*(CH) Explanation of effect of partial funding:*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*(CS) Explanation of effect of partial funding:*

Question Not Answered

*MATERIALS & SUPPLIES \$*

Question Not Answered

*(MS) Explanation of effect of partial funding:*

Question Not Answered

*CURRICULUM DEVELOPMENT (HOURS)*

Question Not Answered

*(CD) Explanation of effect of partial funding:*

Question Not Answered

*PART-TIME FACULTY \$*

Question Not Answered

*(PF) Explanation of effect of partial funding:*

Question Not Answered

*TIMESHEET STAFF \$*

Question Not Answered

*(TS) Explanation of effect of partial funding:*

Question Not Answered

*TRAVEL \$*

Question Not Answered

*(T) Explanation of effect of partial funding:*

Question Not Answered

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**Curriculum Development Funding Request**

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## **Technology Fee Funding Request**