

RECRUITMENT AND RETENTION OF RE-ENTRY STUDENTS: AN
INVESTIGATION OF RELATED LITERATURE AND VISITATION OF
SELECTED COMMUNITY COLLEGE PROGRAMS/RESOURCES

by

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Coordinator, Nursing

A research project submitted to
The Management Sabbatical Leave Committee
and
The Board of Trustees
Mt. San Antonio College

October 12, 1987

1986/87

INTRODUCTION

The median age of the community college student today is 30. At Mt. San Antonio College, the median age is 27.87. The median age of first year students who received their high school education outside of the district is 31.12 and those who received their high school education from feeder schools is 25.94. This information makes one realize that demographically, a large number of students attending both day and evening classes are the "returning to school" student.

Even though students attend classes both full and part-time, and classes are offered during the day and evening, traditionally the community college curriculum appears to be designed for the student who is able to commit to a full-time study program. Many courses and programs are designed so that general education and prerequisite courses may be taken on a part-time basis but eventually the student must undertake a full-time study option.

Objectives of the Project

The objectives of this project were to identify: The differing needs of re-entry students by surveying graduates who had successfully completed a program of study at Mt. San Antonio College; Instructional designs and class offerings in current use that assist in meeting the needs of re-entry

students and assess support services currently provided for re-entry students in selected community college settings.

Definition of Terms

Since terms are used by different persons in different ways and with different meanings, clarification of the terms used in this project and the meanings applied to them follow:

Re-Entry students: Persons who are 25 years and older, who have had an interruption in the educational process.

Role: A part that a person plays

Transition: The act of changing from one condition, state or activity to another.

Method of Investigation

Because of the time constraint imposed by the sabbatical and the fact that a full-time person was in the process of being hired in the Re-Entry Center, the research design and methodology were limited in scope. There was a review of the literature with formation of a theoretical framework, an interview with the Associate Dean, Student Affairs at Mt. San Antonio College and personal visitations to Re-Entry Centers at two community colleges. Data from a research study that I conducted during the spring of 1987 which involved licensed vocational nurses who had completed

the Associate Degree Nursing Program was utilized to identify the needs of re-entry students.

REVIEW OF THE LITERATURE AND THEORETICAL FRAMEWORK

A search of information in the literature related to re-entry Students, role theory, role conflict and reality shock was conducted.

Re-Entry Students

There is a vast amount of information in the literature about "re-entry" or "returning to school women." U. S. Bureau of the Census (1981) reveals that the number of women ages 25 to 34 who enrolled in college increased from 6% to 14% in the years between 1970 and 1980.

From numerous studies in recent years, a definite, consistent profile of the woman who is re-entering the educational system has emerged. Astin (1976), Brandenburg (1974), Christian and Wilson (1984), Roach (1976), Wheaton and Robinson (1983) state that she is generally in her 30s, married, the mother of approximately two children and is currently returning to college after being out of the educational system for an extended period of time.

The problems encountered by re-entry women have been classified in several ways. Wheaton and Robinson (1983) referred to external and internal barriers such as institutional policies - admission and financial aid, guilt, anxiety and lack of confidence. Wilson (1984) found that the most difficult problems were more personal than

institutional. The personal problems were classified as those concerned with managing efficiently at home, performing successfully in school and coping effectively with a changing self-image.

Levin (1986) states that men and women at midlife, over 36 years of age, have been returning to college in increasing numbers, seeking additional credentials for career advancement. Others become dissatisfied with a job and return to school in preparation for a career change. Some are women who have postponed their careers to rear children.

Role and Role Transition

The concept of role is drawn from the behavioral sciences. Many theories and definitions were found in the literature which are significant when one looks at this concept. Those definitions which seemed more appropriate for this issue follow:

Szilagyi (1981) described role as an organized set of behaviors that are attributed to a specific office or position, Marriner (1982), states that a set prescription for the expected behavior of an individual in a position or status category. Scott (1970), defines role as a set of shared expectations focused upon a particular position; these expectations include beliefs about what goals or values the position incumbent is to pursue and the norms that will govern behavior.

There are similarities in each of these definitions in that they all speak to behaviors expected of persons in

specific positions. The re-entry students who return to college usually have experienced comfort and success in their roles. Epstein (1985) states that although nontraditional adult students bring with them increased motivation and richness of life experiences, they also bring concerns about adjustment to academic life, such as problems relating to younger faculty members and younger students and feelings of isolation. These concerns are compounded by issues of mid-life stressors. They are expected to call upon past experiences and at the same time behave as a student or novice. This dual expectation creates an environment for role conflict.

Getzels and Guba (1954) state that role conflict involves one's being required to fill simultaneously two or more roles that present inconsistent, contradictory or mutually exclusive expectations. Conway (1978) states that if validation of the altered relationship occurs, a new role is identified and comfort is restored. However, if the process breaks down during any phase, the participants experience role, conflict, role stress and/or role strain are observed.

Reality Shock

Kramer (1977) discusses the concept of reality shock and biculturism. She states that reality shock occurs any

time an individual moves out of a subculture in which he/she is competent and feels comfortable and into a new subculture wherein he/she must function and is probably less competent and less comfortable.

Biculturalism means being competent and effective in the new subculture as in the old. A bicultural adaptation does not mean freedom from conflict nor absence of anger. It means only that one can perceive and interpret accurately the values in the work situation and the values from the school experience that are the sources of conflict, so that realistic strategies for resolving the conflict can be developed. Biculturalism means integrating the two conflicting value systems.

Shane (1980), in an article about nursing students returning to college delineates three phases in the Returning-to-School Syndrome:

Phase 1: Honeymoon - The student feels good about herself because she has finally taken steps toward the goal she's held for some time. Typically, she is fascinated with academia, loves the campus, adores attending classes, and feels her future is rosy...but the honeymoon phase usually ends when the student enrolls in the first class that contains substantial nursing theory and/or clinical practice.

Phase 2: Conflict - This phase is characterized by turbulent negative emotions and usually begins with a growing sense of being different.

Phase 3: Biculturism - The ego threats of the previous stage have been dealt with and the student feels she understands what is expected of her and has the necessary skills to cope with any situation that may arise...Psychic energies are no longer spent on conflict but are directed toward getting as much as possible from school (p. 88).

PROJECT ACTIVITIES

In addition to the literature review in several libraries, my activities involved an interview with the Associate Dean, Student Affairs at Mt. San Antonio College and visitations with key personnel in successful Re-Entry Centers at two community colleges.

Interview with Dr. Kay Ragan

The interview with Dr. Ragan focused on the history of the Re-Entry Center at Mt. San Antonio College, the purposes, past and current activities and planned programs.

The Re-Entry Center is approximately 10 years old and began as the Women's Center. Six years ago the title was changed to Re-Entry Center and the focus became that of an arena to address the needs of students 25 years and older that had experienced an interruption in school attendance. There has been difficulty in accomplishing this mission because of the necessity to overcome the stereotyping of this being a place for women only, staffing of the center on a part-time basis and a multiplicity of staff changes.

The purposes of the Re-Entry Center are to provide:

1. Outreach to defined population.
2. Informal place for gathering, networking and communication.
3. Referrals on campus and in the community.

In the past years, there have been presentations by faculty from various classes and disciplines to interested students usually presented during the lunch hour and a computer terminal is available which interfaces with Eureka Career Information. A New Horizons Curriculum is in place with participation by several staff members from Counseling, EOPS and Study Skills. Nifty Numbers to Know About, a student referral file has been compiled which provides information about community agencies. A Survival Handbook for Reentry Students is available. This handbook provides information about services, programs and facilities available on the Mt. San Antonio College Campus. Other subjects which have been addressed include time management, divorce, parenting and developing personal skills. A Single Parent Academy is in place, the first of which was offered in August with a second one scheduled for November. (Refer to Appendix 2 for information on programs and activities described above).

A full-time person had just been hired and the plans involve this individual spending more time in outreach and recruitment.

In addition to the activities and programs described above, it is hoped that every instructor who interacts with

re-entry students will encourage them to visit and explore the center, there will be regular visits by college staff to interact with these students, a mentoring program can be developed and eventually, the center will be staffed in the evenings so that services can be extended to that population of students who have fewer support services available to them.

Community Colleges

Rio Hondo College

The Career and Equity Services Center is housed in a wing of the administration building. Areas are designated for the services provided within the same complex. Although comments were made about the necessity for more space, this arrangement facilitates and promotes utilization of available services by both students and non-students. The positive reward of this arrangement is that an action plan for participants becomes immediately available.

There is a full-time staff consisting of a coordinator, advisor, career technician, job placement counselor, counselor. Student workers are placed in the center on a part-time basis to assist with clerical duties.

Programs and services are available both day and evening. A Homemakers Employment Learning Project (H.E.L.P.) similar to the Single Parent Academy Project at

Mt. San Antonio College is in place. Twenty-two classes have been offered. The staff is actively involved in outreach and community activities which result in community support of campus activities as well as recruitment of students to the college. (Refer to Appendix 3 for a sample of activities and calendars).

Cerritos College

The Center began several years ago as a Women's Center and was change approximately one and one-half year ago to the Re-Entry Center. Like the Mt. San Antonio College Center, there has been difficulty with reversion of the stereotype that this is a place for women only. Today, the Center sees more women than men but the population of men is increasing due to several workshops that have been offered utilizing VEA funds.

The Center is located in a building which houses Career Planning, Job Placement and Assessment. It is away from the center of the campus which results in decreased visitation from students who drop in. The utilization depends primarily upon workshops and recruitment from classroom visitations.

The staff consists of a full-time director and clerk typist, a student helper 20 hours per week and a peer counselor 10 hours per week.

Programs and services available include:

Conferences on and off campus - Partners for Literacy

Programs for faculty on the cultural aspects of the changing demographics of the families of students involved in the educational process

Speeches and presentations to community groups

Weekly support group led by a counselor

Re-Entry Club meeting monthly with speakers and door prizes

Life Management Project, an open entry 9 week, pre-job training program (GAIN/VEA) offered at a high school campus followed by visitation to the Cerritos campus with assessment and guest lecturers.

The director feels that her involvement on a number of community boards such as the SOLO Project - Adult School, Mental Health, Family Help, Public Library and Professional Organization for Women in Re-Entry enhances the visibility of the services and provide an avenue to recruitment. (Refer to Appendix 4 for a sample of activities).

All of the persons interviewed agreed that the identified needs of re-entry students include time management, assertion skills, decision making skills, parenting skills, stress management and study skills. Data from the research study previously conducted confirmed all of the above identified needs except decision making skills. Additionally, the survey identified needs in the area of

role conflict and reality shock and lack of faculty support to make the transition to the student role.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The objectives of this project were:

1. Identification of the needs of re-entry students.
2. Identification of instructional designs and class offerings in current use that assist in meeting the needs of re-entry students.
3. Assessment of support services currently provided for re-entry students in selected community college settings.

Information related to the needs of re-entry students was obtained from data obtained via a questionnaire to 29 subjects who had previously been successful in the Associate Degree Nursing Program at Mt. San Antonio College and from interviews with 3 key persons in Re-Entry Centers at Mt. San Antonio College, Rio Hondo College and Cerritos College.

This information was consistent with that found in the review of literature and theoretical framework on Re-Entry Students.

Approaches to programs, activities and classes varied in the three settings assessed but there was a common theme of offerings which address time management, assertion

skills, decision making skills, parenting, stress management and career options.

Number of staff, type of staff and availability of staff and programs varied from full to part-time. Only one of the Centers visited offered evening programs and activities. Outreach to the community seemed a key factor. Involvement by faculty and other campus staff in Re-Entry Programs was varied.

Conclusions

It may be concluded based upon review of the literature, data from a previous research study , the visitation with and interviews with key persons involved in re-entry programs that:

1. Re-entry students have a need for improvement in the areas of time management, assertion skills, decision making skills, parenting skills, stress management, study skills and career planning.

2. Re-entry students experience role conflict, reality shock and stress when they assume the student role.

3. Faculty support and involvement needs to be improved in assisting re-entry students to meet personal and professional objectives and in making the transition to the student role.

Recommendations

Strategies and techniques need to be developed to facilitate the development of competency in identified needs of re-entry students.

All faculty must become knowledgeable about the programs and activities of the Re-Entry student. Programs should be offered to faculty and staff related to the differences and needs of the re-entry student, in an effort to improve faculty support to this group of students.

A committee should be formed to develop strategies for recruitment and retention of re-entry students.

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APPENDICES

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

Appendix 1

Appr. by
B of T
3/25/87

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Hutchinson, Barbara B.

Address 6835 Arthur Court

Employed at Mt. San Antonio College beginning September, 1970/Manager-July, 1981

Dates of last sabbatical leave:

From Not Applicable To _____

Department _____ Division _____

Length of sabbatical leave requested: Purpose of sabbatical leave:

Two months _____
One semester _____ Study _____ Project _____
Fall _____ Spring _____
Two Semesters _____ Travel _____ Combination
(specify) _____

NOTE: Sabbatical periods are limited to contractual dates of the academic year.

Effective dates for proposed sabbatical leave:

From June 1, 1987 To July 31, 1987

and (if taken over a two school year period)

From _____ To _____

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Barbara B. Hutchinson
Signature of Applicant

December 1, 1986
Date

APPLICATION FOR SABBATICAL LEAVE

Page 2

Applicant's Name Barbara B. Hutchinson

THE ACKNOWLEDGMENT SIGNATURES REFLECT AWARENESS OF THE SABBATICAL PLAN FOR THE PURPOSE OF PERSONNEL REPLACEMENT. COMMENTS REQUESTED ALLOW FOR RECOMMENDATIONS PERTAINING TO THE VALUE OF THE SABBATICAL LEAVE PLAN TO THE COLLEGE.

APPLICANTS MUST OBTAIN THE SIGNATURES OF ACKNOWLEDGMENT PRIOR TO SUBMITTING APPLICATION TO THE SALARY AND LEAVES COMMITTEE.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson _____ Date _____

Comments:

Signature of Division Dean [Signature] Date 12-1-86

Comments:

ACKNOWLEDGMENT BY THE OFFICE OF INSTRUCTION

Signature of Asst. Superintendent/Vice President, Instructional & Student Services _____ Date _____

Comments:

NOTE: DIVISION DEANS ARE REQUESTED TO SUBMIT A STATEMENT OF RECOMMENDATION REGARDING THE VALUE OF THE SABBATICAL PLAN TO THE COLLEGE, DIVISION/DEPARTMENT, AND INDIVIDUAL, IN CONSULTATION WITH THE APPROPRIATE DEPARTMENT CHAIRPERSON.

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

_____ Recommend approval to the Board of Trustees

_____ Not recommend approval to the Board of Trustees

Signature - Chairperson, Salary and Leaves Comm. Date _____

Signature - Authorized Agent of the Board Date _____

SABBATICAL LEAVE APPLICATION
Barbara B. Hutchinson

- PROPOSED PROJECT: Development of an Informational Packet for Recruitment and Retention of Re-Entry Students to Mt. San Antonio College; Investigation of Related Literature and Visitation of Selected Community College Programs/Resources
- PROJECT DESIGN: Independent Study and Research
- GOAL: Increased awareness of the needs of re-entry students for the development of an informational packet defining programs and services available for assisting these individuals to become successful in educational pursuits at community colleges.
- OBJECTIVES:
1. Identification of the needs of re-entry students by surveying graduates who have successfully completed a program of study at Mt. San Antonio College.
 2. Identification of instructional designs and class offerings in current use that assist in meeting the needs of re-entry students.
 3. Assessment of support services currently provided for re-entry students in selected community college settings.
- METHODOLOGY: Review of related literature and theoretical framework for re-entry students
- Local community colleges, specifically re-entry centers and EOPS will be contacted to review programs and services available to re-entry students
- Compilation of data into an informational packet
- Collaboration with representative(s) from Counselling, Re-Entry Center, EOPS, MSAC Educational Centers for dissemination of the information and development of the final packet.
- TIME LINES:
- June 1 - June 19: Review of literature and theoretical frameworks related to re-entry students
- June 22- June 30: Compilation and analysis of preliminary data (first draft)
- July 1 - July 10: Visits to local community college re-entry centers, EOPS administrators and counsellors.

- July 13 - July 17: Compilation and analysis of data incorporating information from the literature search
- July 20- July 24: Collaboration with MSAC representatives
- July 27 - July 31: Preparation of final draft of project proposal: Informational Packet

BENEFITS TO THE COLLEGE:

When reviewing the median age of the community college student and specifically the Mt. San Antonio College Student, one realizes that demographically a large number of students attending both day and evening classes are the "returning to school" student.

There appears to be a tremendous need to identify the differing needs of this population and then to address those needs by way of support services, modification if necessary of instructional designs and class offerings. This information will serve as a basis for developing program strategies for attracting and retaining re-entry students.

Appendix 2

MT. SAN ANTONIO

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
(714) 594-5611

Appendix 2c



We are excited about the Single Parent Academy Program described on the enclosed flyer. We need your assistance in helping us get the word out to prospective academy members.

The project grew out of a belief that many single parents, low income and underrepresented minority women experience feelings of low self-esteem and insecurity about their ability to succeed. These 6-week Academy Programs are designed to help participants feel more confidence, assess their interest and abilities and begin to define personal and vocational goals.

Participants may decide to enroll in a community college, enter a job training program, or seek employment if they have job skills at the end of the six-weeks. During the Academy Program child care will be provided and transportation costs will be paid.

Please make the enclosed flyers available and refer prospective participants to us at (714) 594-5611, Ext. 525, Mt. San Antonio College, Reentry Center.

Sincerely,

Kay Ragan, Ed.D.
Gender Equity Coordinator

emg

Enclosure

MT. SAN ANTONIO COLLEGE
OFFERS A
SINGLE PARENT ACADEMY

- FREE PRE-COLLEGE PROGRAM -

The following criteria will be considered in the selection process:

- Single parents with children under 18 years of age
- Low income
- Underrepresented minorities
- Unskilled
- Unemployed or working part time

The Academy experience will include presentations and experiences on topics of:

- Self esteem
- Decision making
- Basic work habits
- Assertion training
- Time management
- Leadership development
- Educational assessment and planning
- Job/Career exploration
- Job training resources
- Tours of local industries and more
- Problem solving
- And more!

The first Academy will be held in the Reentry Center on campus. It is scheduled for August 3, 1987, to September 10, 1987, Monday through Thursday, 8:00 a.m. to 12 noon.

The second Academy will be held in the MSAC Educational Service Center, 196 W. Holt in Pomona. It is scheduled for November 30, 1987 to January 28, 1988, (excluding Christmas break) Monday through Thursday, 8:00 a.m. - 12 noon.

Call today for an application or additional information, (714) 594-5611, ext. 525 or stop by the Student Center (Bldg. 9C-1) on the campus.

FREE CHILD CARE

FREE TRANSPORTATION

Application Deadline for 1st Academy, July 29.

Application Deadline for 2nd Academy, November 23.

ABSTRACT

I.D. Number: #1

Project Title: Single Parent Academy

Project Director: Kay Ragan

Organization: Mt. San Antonio College

Address: 1100 N. Grand Avenue
Walnut, CA 91789

Phone: (714) 594-5611, ext. 525

The Single Parents Academy Project is designed to aid 40 persons to develop self-esteem, assess interests, aptitudes, identify career objectives and develop an educational/training plan to achieve their objectives.

The 40 single parents will experience self-esteem building exercises. They will also be given a battery of tests to help assess their interests, aptitudes and abilities. They will be provided career counseling by professional counselors and will have career/vocational objectives in place when they complete the academy program.

Specifically, the academic success of the single parents who choose to enroll in college will be compared with 26 single parents recruited by the Vocational Outreach Specialist, in the fall of 1986 and enrolled in the spring of 1987. The latter did not experience any of the specialized activities afforded the academy groups.

Support services will be provided academy groups and the non-academy group through the campus Reentry Center. Final comparison between the groups will include the number of semester units completed and grade point average earned in the first semester of enrollment.

Child care and transportation will be provided single parents and children during the two six-week academy programs.

Academy presentations on self-esteem, decision making, basic work habits, problem solving, assertion training, time management, educational planning, leadership skills and tours of local industries will be arranged. Classroom presentations will be video taped for cable cast and use with other students.

The project will be under the guidance of the project director and advisory committee. The committee and an outside evaluator will be responsible for the formative and summative evaluations. The academy model and final project report will be sent to the Chancellor's Office and the 106 community colleges in California.

EMPLOYMENT AND INCOME

Employment history:

1. Years spent as homemaker with no substantial employment outside the home: _____
2. Years paid part-time employment: _____
3. Years paid full-time employment: _____

Type of past work experiences (Circle all that apply):

1. Managerial/administrative
2. Professional/technical
3. Sales
4. Clerical
5. Skilled trades/craft worker
6. Operative
7. Service worker (e.g. janitorial, food service, outside domestic)
8. Worked inside the home

Current annual household cash income from all sources:

- | | |
|----------------------|----------------------|
| 1. Less than \$5000 | 4. \$15,000-\$20,000 |
| 2. \$5000-\$10,000 | 5. \$20,000-\$25,000 |
| 3. \$10,000-\$15,000 | 6. \$25,000 or more |

Sources of income (Circle all that apply)

1. Salary
2. Spousal support
3. Child support
4. AFDC
5. Other public assistance, not AFDC
6. Social Security
7. Food stamps
8. Medicaid
9. Other; Specify _____

MISCELLANEOUS

How did you hear about the program (Circle all that apply):

- | | |
|--------------------|----------------------------|
| 1. Newspaper | 5. Friend/relative |
| 2. TV | 6. Social service agency |
| 3. Radio | 7. Educational institution |
| 4. Poster/brochure | 8. Other |

SINGLE PARENTS and HOMEMAKERS

FREE
Transportation

If you are:

FREE
Child Care

- A Single Parent with Children under 18 Years
- A Homemaker Who Has Never Worked Outside the Home
- Unskilled
- Unemployed or Working Part-Time

YOU MAY QUALIFY FOR
MT. SAN ANTONIO
COLLEGE'S



SINGLE PARENT ACADEMY

LEARN

- How to Achieve Self-Esteem
 - How to Be Assertive Through Assertiveness Training
 - About Job Training Resources
 - About Job/Career Exploration
 - About Educational Assessment and Planning
- AND MUCH, MUCH MORE!**

ACADEMY SESSIONS
Monday Through Thursday

Academy Site
196 West Holt
Pomona, CA 91766

November 30, 1987-January 28, 1988
8:00 a.m.-12:00 Noon

For Application and/or More Information, Call:

MT. SAN ANTONIO COLLEGE

714/594-5611, Ext. 525 or 513

Ask for Ana Diaz

Deadline to Apply: November 18, 1987

MEN

WOMEN

Nifty Numbers to Know About

Appendix 2d



STUDENT REFERRAL FILE
1986-87

COMPILED BY: STUDENT AFFAIRS
OFFICE
MT. SAN ANTONIO COLLEGE

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ALCOHOLISM/DRUG ABUSE

- Alcoholics Anonymous (818) 442-3933
 - Chino Youth Services (714) 591-9822
13271 Central Avenue (714) 628-1010 - Crisis Line
Chino, CA 91710 Monday - Friday, 8 a.m.-5 p.m.
Emergency Services - 24 hours
- Drug abuse prevention; child abuse prevention; alcohol abuse counseling; boxing instruction; referral services; long and short term counseling; ages served 5-18 and also families.
- Do It Now Foundation (213) 463-6851 - Crisis Line
6136 Carlos Avenue (213) 462 - Business Phone
Hollywood, CA 90028 Monday - Friday, 9 a.m.-6 p.m.
- Early intervention; out-patient drug rehabilitation; referrals; group and individual counseling; diversion drug education classes; no age limitation; Fee: sliding scale basis.
- Families Anonymous, Inc. (818) 989-7841
Information - 9 a.m.-4 p.m.
Monday-Friday
- Self-help program for relatives and friends; concerned about the use of drugs or related behavioral problems. Twelve-Step Program like AA; meetings for parents; no dues or fees; referrals to meeting nearest where you live.
- Teen Challenge (213) 732-8141
4205 S. Vermont Avenue Monday-Friday, 9 a.m.-5 p.m.
Los Angeles, CA 90018
- Psychological - drug abuse counseling; no fee; appointment necessary; must be 18 years and older; christian disciplinship program (helping people with life and learning to control problems.)
- Teen Challenge (714) 683-4241
5445 Chicago Avenue Monday-Friday
Riverside, CA 92504 9 a.m.-5 p.m.

Program is designed for men and women

Provide one-year residential program with life controlling problems such as drug and alcohol addiction; street gang involvement, prostitution; program is free of charge; Christian, non-profit organization, functions on donations from churches, individuals and outside organizations and businesses; program is 12 months; provide room and board, drug abuse rehabilitation, spiritual counseling, drug abuse counseling; housing is available during detoxification. Other outreach and residential centers are located in: El Centro, Bakersfield, Orange, San Diego and Ventura.

BATTERED WOMEN/CHILD ABUSE

- Foothill Family Services (818) 795-6907
118 S. Oak Knoll (213) 681-5232
Pasadena, CA 91101 Monday-Thursday, 8:30 a.m.-9 p.m.
& Friday, 8:30 a.m.-5:00 p.m.
- Family counseling; Fee: sliding scale; no age limit; appointment necessary.

BATTERED WOMEN/CHILD ABUSE

- Su Casa
P.O. Box 998
Artesia, CA 90702-0998

(213) 420-3533

Family Crisis & Support Center for Battered Women & Abused Children

Counseling (para-professional); 72 hour evaluation period (person cannot leave or make any contacts on the outside within the 72 hour period); referral services; children are welcome with parent; will assist in obtaining temporary restraining orders; DPSS; legal assistance; all staff is bilingual.

- YWCA WINGS

(818) 967-0658

24 hour crisis line

A shelter for battered women and children; residential and outreach program, follow-up; trained volunteers and staff to help provide advocacy and referral services to aid battered women in obtaining supportive services of public and private services.

Children's services include planned activities and counseling under the supervision of a staff member; women of any age accepted; must be a resident of the East San Gabriel or Pomona Vallies; emergency housing - 30 day period - \$1/women, 25¢/children, each day (fee may be waived); comprehensive counseling program; for women who have been physically abused. Help with temporary restraining orders; support groups and counseling services provided at low/fees depending on woman's circumstances. Call hotline for information. All services are provided to mono-lingual, spanish speaking women and their children.

- Women's and Children's Crisis Shelter
P.O. Box 404
Whittier, CA 90608

(213) 943-3939

24 hour hotline

Referral service - many resources; shelter for battered women and children, can stay up to 30 days; counseling; will assist in obtaining temporary restraining orders, welfare assistance; legal assistance; parenting groups; school program; no fee.

- Pregnancy Help Centers and Hotline
61 So. Lake Avenue, Suite 206
Pasadena, CA 91101

(818) 440-9928 (Pregnancy Help Center)

(818) 444-HELP (24 hour hotline)

Free pregnancy tests; para-professional counseling; baby and maternity clothing, baby furniture; no age limit; doctor referrals; DPSS assistance; temporary housing assistance; speakers bureau and literature.

- Women & Family Crisis Assistance Center
336 N. Rebecca
Pomona, CA 91768

(714) 623-9751

24 hour crisis hotline

7 days a week

Focus on battered women - counseling to parents of truents; employment assistance and referrals; emergency food; clothing and furnishings; counseling and counseling referrals; legal information services; education informaton, survival skills workshops; counseling consists of referrals for emotionally or physically abused women and their families; emergency housing, boys over 12 years of age are not allowed; (children are welcome to stay with women being assisted); Emergency food and clothing DISTRIBUTION - The distribution is held only Monday thru Friday, 1-3 p.m. at 151 Pomona Mall East; emergency crisis is open to anyone needing help. Drop-ins will be assisted; no fee.

LEGAL REFERRAL SERVICES

- Crossroads - Half-Way House
1269 N. Harvard
Claremont, CA 91711

(714) 626-7847

WOMEN PAROLEES/PROBATIONERS PRIMARILY

Complete referral service available; must meet screening standards; counselors go out to California Institute for Women and CRC; candidates are interviewed for programs; family style live-in; some family help provided; short term program - job counseling available; age limit 18 and over; fee depends on income; room and board and transportation; other women are accepted in emergencies.

- El Monte Outreach Office
11001 Valley Mall - Suite 202
El Monte, California

Legal services will be provided to indigent citizens; help in landlord-tenant matters; help for handicapped and elderly persons. (HELP) - will aid with legal problems; make home visits to shut-ins: Spanish speaking staff.

- Legal Services Program
Pomona Branch Office
201 E. Mission Blvd.
Pomona, CA 91766

(714) 623-6357
Monday-Friday
9 a.m.-5 p.m.

Spanish and English, Vietnamese speaking staff; legal services civil cases only; employment; education; health; housing (landlord-tenants) consumer purchases problems; family law social security and welfare; no fee, but must belong to low income group; appointment necessary, except in emergencies; must live in Glendora, Covina, West Covina, Pomona, Walnut, La Verne, Claremont, San Dimas, Diamond Bar, Rowland Heights, Azusa, Baldwin Park, Hacienda Heights, La Puente, Valinda, Irwindale; Domestic Crisis Clinic - Information can be obtained at 243 E. Mission, Domestic Crisis Clinic - Information can be obtained at 243 E. Mission, Pomona, (714) 623-5533.

- San Gabriel Valley Lawyer Referral Service
1502 W. Covina Parkway - Suite 107
West Covina, CA 91790

(818) 960-4073
(714) 599-3847

LEGAL REFERRALS ONLY to private attorneys; need to call and make appointment; Fee: \$25 for first 1/2 hour conference, fees are not usually waived; initial fee is waived in cases of personal injury and workers' compensation.

MEDICAL/FAMILY PLANNING/COUNSELING SERVICES

- Community Health Project (818) 919-5800
330 S. Glendora Monday-Friday
West Covina, CA 91790 8:30 a.m.-12 noon & 2-5 p.m.
Spanish and English speaking staff; drug project - outpatient; counseling services available, short and long term; no age limit; Fee: \$30 per visit plus charge for medication, Medi-cal accepted; drug program, (call clinic for additional information); no overnight facilities; no personal checks accepted.
- Community Health Project (818) 919-5807
336-1/2 S. Glendora Avenue Monday-Friday
West Covina, CA 91790 8:30 a.m.-12 noon & 2-5 p.m.
Spanish and English speaking staff; medical services - outpatient; counseling services available short & long term; no age limit; Fee: \$30 per visit plus charge for medication, Medi-cal accepted; drug program (call clinic for additional information); no overnight facilities.
- Community Health Project, Inc. (818) 960-2895
120 N. Lang Avenue Monday-Friday
West Covina, CA 91790 8 a.m.-12 noon & 2-5 p.m.
Drug project - outpatient; counseling services available, short & long term; no age limit; Fee: \$20 per visit plus charge for medication; appointment necessary; no overnight facilities; Medi-cal accepted; no personal checks accepted. For drug program information call (818) 960-2895.
- East Valley Community Health Center, Inc. (818) 919-3402 or 919-5724
420 South Glendora Avenue Mon., 8 a.m.-12 noon & 2-7 p.m.
West Covina, CA 91790 Tues., 9 a.m.-12:30 & 2-7 p.m.
Wed., 8 a.m.-12:30 & 2-5:30 p.m.
Thurs., 9 a.m.-12:30 & 2-7:30 p.m.
Fri., 9 a.m.-1:30 p.m.
Family practice, pediatrics, pre and post-natal care; family planning and GYN care; pregnancy testing and counseling; pregnancy terminations (up to 10 weeks generation), sexually transmitted diseases; individual, group and family counseling; rape counseling and child abuse counseling. Outreach workshops for parent/adolescent communication and education; pre-marital blood testing.
- Edgewood Counseling Center (818) 966-1755
527 East Rowland Monday-Thursday, 8:30 a.m.-9 p.m.
(Near Rowland & Barranca) Friday, 8:30 a.m.-6:00 p.m.
Covina, CA 91723
Psychological counseling - family, individual and child; Fee: Adjusted fee schedule, \$70 maximum, \$11 minimum per session dependent upon family income (exceptions can be made); \$15 application fee, \$3 insurance fee; appointment necessary; appointments are made by telephoning the Center.
- Family Service of Pomona Valley (714) 593-7408
2055 N. Garey Avenue Monday-Thursday
Pomona, CA 91767 7:30 a.m.-9:00 p.m.
& Friday, 8:30 a.m.-5 p.m.
A nonprofit, nonsectarian agency serving the entire Pomona Valley area. Provides professional counseling by licensed therapists for personal and family problems such as depression, loss of a loved one, divorce, alcohol and drug abuse, stress, employee assistance; parent education groups; singles, married, adolescent and senior citizens.

MENTAL/EMOTIONAL HEALTH COUNSELING SERVICES

- East Foothill Guidance Clinic
128 East Palm Avenue
Monrovia, CA 91016

(818) 357-3258
Monday-Thursday, 9 a.m.-8 p.m.
Friday, 9 a.m.-5 p.m.

Outpatient mental health services including medication and psychotherapy to all ages. Specialize in major mental illnesses in adults and physical or sexual abuse in children. Fee: set by uniform method of determining ability to pay. Most patients pay nothing. Medi-cal accepted. Limited to individuals and families of low income with severe psychopathology.

- Families in Transition
219 N. Indian Hill Blvd. - Suite 201
Claremont, CA 91711

(714) 626-0163
Monday-Friday
8 a.m.-8 p.m.
Saturday (special arrangements)

Helping individuals, couples and families adjust to family changes; parent-child conflicts; marital difficulties; divorce counseling and meditation; divorce recovery; children of divorce parents; single-parent concerns; stepparenting/stepfamily adjustment; midlife stresses; premarital counseling; other relationship issues.

- Foothill Community Mental Health Center
1143 S. Grand Avenue
Glendora, CA 90740

(818) 963-4103
Monday-Thursday, 9 a.m.-8 p.m.
Friday, 9 a.m.-4 p.m.

Counseling programs for children including child abuse and services for the runaway youth. Consultation and alcoholism for adults and youths; direct outpatient service for drug abuse and alcoholism; counseling services available - psychiatric, psychological, drug abuse and alcoholism; counseling services available - psychiatric, psychological, drug abuse and job counseling - short and long term counseling; no age limit; Fee: sliding scale, \$25 minimum and \$70 maximum; insurance and Medi-cal is accepted. Short/Doyle medical contract - non profit - senior peer counseling program.

- Mid-Valley Community Mental Health Council, Inc.
4640 N. Maine Avenue - Suite 3
Baldwin Park, CA 91706

(818) 962-2449
Monday-Friday
8:30 a.m.-5 p.m.
(Administration Hours)

Psychological, drug abuse counseling; child abuse counseling; short term and up to approximately 6 months counseling; Fee: sliding scale, can be waived, will accept personal insurance; appointment necessary for intake information; treatment for incest and Short-Doyle mental services; Medi-cal accepted.

- Pasadena Mental Health
1495 N. Lake Avenue
Pasadena, CA 91104

(818) 798-0907
Monday-Thursday, 9 a.m.-9 p.m.
Friday, 9 a.m.-5 p.m.
Saturday, 9 a.m.-1 p.m.
Hotline - 9 a.m.-midnight
(7 days a week)

Telephone crisis counseling; individual counseling for ages 13 and older; Group counseling; family counseling; information and referral; parenting classes; annual community conference; community volunteer training program; OUR TIME/HIS TIME program for young fathers, ages 15-24; focus program for child abuse and families of children stress. Fee: sliding scale; appointment necessary, but will accept walk-ins, administers NO MEDICATION.

MISCELLANEOUS/GENERAL INFORMATION

- Parents and Friends of Lesbian & Gays Rev. Don Jessup..... (714) 624-6134 (Claremont)
(714) 689-5075 (Riverside)
(Information about meeting only)

Parent and peer counseling; no charge; meetings and rap group discussions every third Tuesday of the month in Westwood; publications are available upon a written request; parent and contact group; Pomona area meetings are held 2nd & 4th Tuesday of each month at Claremont Methodist Church, 211 W. Foothill Blvd.

- Senior Citizen Center - West Covina (818) 331-5366
2501 E. Cortez Street Monday-Thursday, 9 a.m.-9 p.m.
West Covina, California Friday - 9 a.m.-5 p.m.
Saturday, 12 Noon-5 p.m.

City of West Covina offers recreation leisure programs: social services, health services, meal program, entertainment. Community services classes are offered in affiliation with Mt. San Antonio College and are free.

- Youth Employment Office (818) 962-7011
933 Glendora Avenue Monday-Friday
West Covina, CA 91791 8 a.m.-4 p.m.

Job referrals only, such as babysitting, yard work, painting, fast foods, sales, janitorial, restaurant, clerical, etc. Mostly part time jobs - do have a limited number of full time job referrals; age limit: 14 years to 21.

- Walnut Valley Counseling Center
1210 S. Brea Canyon Road
Walnut, CA 91789

(714) 861-7211
Monday-Friday
1:00-9:00 p.m.

Counseling - individual, marital, pre-marital, family, adolescent and children, alcohol and drug abuse; licensed psychologist and bilingual-English & Spanish counselors; fee: sliding scale - \$20-60; no age limit; pastoral counselor available; appointment necessary.

SOCIAL SERVICES AGENCIES

- CATHOLIC SOCIAL SERVICES
(Non-Sectarian Agency)
11100 Valley Blvd., Suite 104
El Monte, CA 91731

(818) 442-6860
8:30 a.m.-5 p.m.
Monday, Tuesday, Friday
12:00 noon-8:30 p.m.
Wednesday & Thursday
(By appointment only)

Multilingual staff: English, Spanish, Korean, Vietnamese, Mandarin Chinese, and French speaking; United Way funded; referral services; counseling and psychotherapy agency; provide individual, couple, family therapy, group counseling; premarital counseling; crisis interventions; psychological testings; sliding scale fees. Staff are licensed psychologists, Licensed Clinical Social Workers, Marriage & Family Counselors and Psychiatric Consultants.

- El Monte - South El Monte
Welfare Association of El Monte

(818) 444-7269
7 days per week
24 hour emergency service

Does not want address published, agency will go to client. Services offered for all ages; food orders, clothing orders, emergency food, lodging; short term aid; no fee; will get translator if needed; must be resident of El Monte, South El Monte; meals on wheels.

- Department of Children Services
3410 La Madera
El Monte, California

(818) 350-4505
Monday-Friday
8 a.m.-5 p.m.

Spanish and English speaking staff (will get others if needed) protective services (battered, sexual abuse, neglected children); adult protective services; licensed foster homes - protective custody of adults (senile, physically disabled), homemaker assistance to disabled clients.

SUICIDE PREVENTION

- Alpha Counseling Center
Counseling services are available.

1(800) 232-5742

- Crisis Line

1(800) 435-7609
24 hour hotline

- Suicidal Prevention
(Central Los Angeles Area)

(213) 381-5111
24 hour crisis line

Open 24 hours - weekends, holidays; referrals to public mental health agencies; counseling services available; adolescent will be served; methadone clinic.

SURVIVAL HANDBOOK

For

*** REENTRY STUDENTS**

At

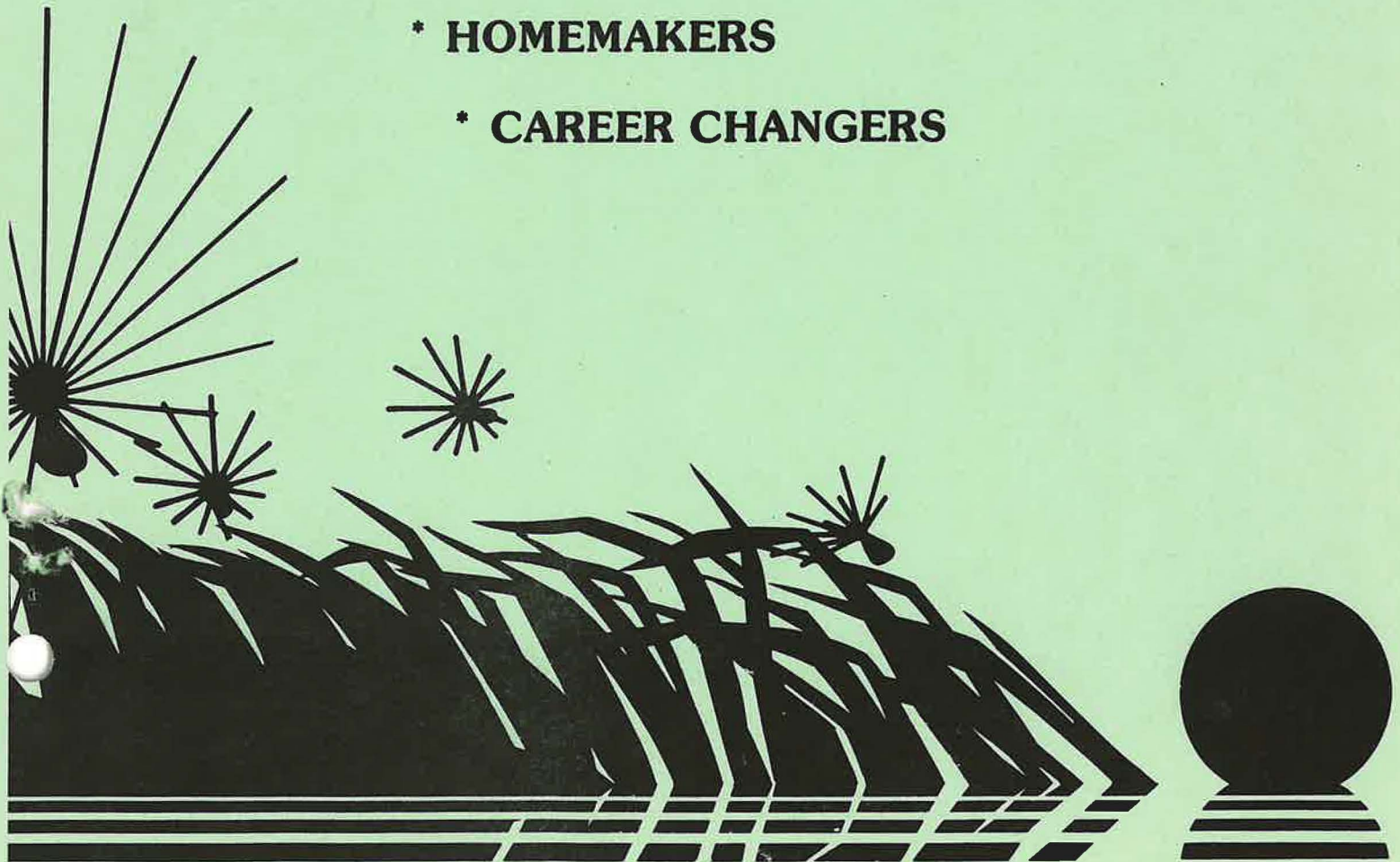
Mt. San Antonio College

*** OVER 25**

*** SINGLE PARENTS**

*** HOMEMAKERS**

*** CAREER CHANGERS**



Once upon a time....many students, 25 years and older, began enrolling at Mt. San Antonio College. They had been out of school for 5-10-15-20 years. They were frightened, anxious and unsure about surviving in college.

Does that sound like you?

If so, the following information will reinforce your self-confidence and aid you in being successful. Thousands of Reentry Students have succeeded and today enjoy rewarding jobs and careers as a result of their education at Mt. San Antonio College.

What happens when you first arrive on the campus?

- You visit the **Admissions and Records Office** and complete an application

or

You mail in the application which arrived at your home in the class schedule.

MT. SAN ANTONIO COLLEGE
 1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
 Telephone: 714/594-5611
APPLICATION FOR ADMISSION

Application for _____ Semester, 19____

Fall, Spring, Summer

<p>1</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p> <p>MIDDLE NAME _____</p> <p><small>Former or Maiden Name (for Transcript Identification)</small></p>	<p style="text-align: center;">RESIDENCE INFORMATION</p> <p style="text-align: center;"><small>State laws regulate admission of students on the basis of legal residence. This statement is a certification necessary to administer the laws.</small></p> <p>At any time during the past two years have you (or your parents, if you are under 18):</p> <table style="width: 100%; border: none;"> <tr> <td>a. maintained voter registration or voted in another state?</td> <td><input type="checkbox"/> yes</td> <td><input type="checkbox"/> no</td> <td>Dates: _____</td> </tr> <tr> <td>b. petitioned for divorce in another state?</td> <td><input type="checkbox"/> yes</td> <td><input type="checkbox"/> no</td> <td>Dates: _____</td> </tr> <tr> <td>c. been declared a nonresident for California state income tax purposes?</td> <td><input type="checkbox"/> yes</td> <td><input type="checkbox"/> no</td> <td>Dates: _____</td> </tr> <tr> <td>d. attended an out-of-state institution as a resident of that other state?</td> <td><input type="checkbox"/> yes</td> <td><input type="checkbox"/> no</td> <td>Dates: _____</td> </tr> </table> <p>When did California residency begin? _____ <small>Month Day Year</small></p> <p>Have you resided in California for the past 12 months? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>If no, how many months have you resided in California? _____</p> <p>LEGAL ADDRESS: <small>Enter the address which is used for voting, motor vehicle license, and other legal purposes to cover at least two years. Do not show a post office box or address used only for delivery of mail.</small></p> <table style="width: 100%; border: none;"> <tr> <td>Number</td> <td>Street</td> <td>City</td> <td>State</td> <td>Zip</td> <td>Since what date?</td> </tr> </table> <p>CURRENT _____</p> <p>PREVIOUS _____</p> <p>CITIZENSHIP — Check One</p> <table style="width: 100%; border: none;"> <tr> <td>1. <input type="checkbox"/> U.S. Citizen</td> <td>4. <input type="checkbox"/> Refugee (Parolee) Visa</td> </tr> <tr> <td>3. <input type="checkbox"/> Permanent Visa No. _____</td> <td>5. <input type="checkbox"/> Student Visa</td> </tr> <tr> <td>Date issued: _____</td> <td>6. <input type="checkbox"/> Visa, Other _____</td> </tr> </table> <p><small>Student under 19 must have parents' visa verified also. Specify _____</small></p> <p style="text-align: center;">IF YOU ARE UNDER 19 YEARS OF AGE WHEN CLASSES BEGIN, COMPLETE THIS BOX.</p> <p>Have you ever been married? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Have you lived continuously with any California resident, other than parent or legal guardian, during the past two years? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><small>Enter names and legal address for the following persons to cover at least two years. If deceased, enter word "deceased"</small></p> <table style="width: 100%; border: none;"> <tr> <th>Name</th> <th>Legal Address (Number, Street, City, State, Zip)</th> <th>Since what date?</th> </tr> <tr> <td>Father</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Mother</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Legal Guardian</td> <td>_____</td> <td>_____</td> </tr> </table> <p>I certify that the statements made by me in this application are true and complete to the best of my knowledge. I also understand that any falsification on my residence statement constitutes perjury and legal basis for dismissal.</p> <p style="text-align: center;">Student's Signature _____ Date _____</p>	a. maintained voter registration or voted in another state?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____	b. petitioned for divorce in another state?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____	c. been declared a nonresident for California state income tax purposes?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____	d. attended an out-of-state institution as a resident of that other state?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____	Number	Street	City	State	Zip	Since what date?	1. <input type="checkbox"/> U.S. Citizen	4. <input type="checkbox"/> Refugee (Parolee) Visa	3. <input type="checkbox"/> Permanent Visa No. _____	5. <input type="checkbox"/> Student Visa	Date issued: _____	6. <input type="checkbox"/> Visa, Other _____	Name	Legal Address (Number, Street, City, State, Zip)	Since what date?	Father	_____	_____	Mother	_____	_____	Legal Guardian	_____	_____
a. maintained voter registration or voted in another state?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____																																						
b. petitioned for divorce in another state?	<input type="checkbox"/> yes	<input type="checkbox"/> no	Dates: _____																																						
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Father	_____	_____																																							
Mother	_____	_____																																							
Legal Guardian	_____	_____																																							

2

ADDRESS WHILE ATTENDING MSAC
(Used for Mailing Purposes)

Address _____ Street _____

Apt./Bo. No. _____ City _____

State (CA for California) _____ Zip Code _____

TELEPHONE _____

3

Month _____ Day _____ Year _____ Age _____

DATE OF BIRTH

4

M F

Sex

5

SOCIAL SECURITY NO. _____

Mt. San Antonio College will use your Social Security Number only for processing and positive identification of your record. If you desire not to provide your Social Security Number, your application will be delayed.

6

Are any of the following in the Active U. S. Military?

Self Spouse Parent None

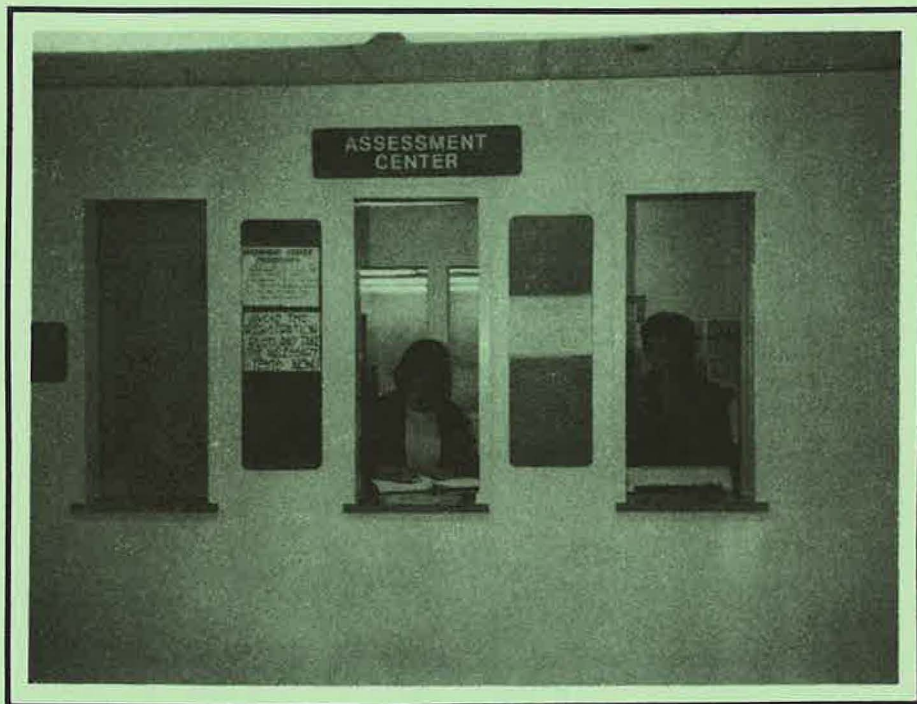
For Office Use Only

Residence Code _____

PLEASE COMPLETE REVERSE SIDE

Next you need to visit the **Assessment Center** where you will take the appropriate tests to confirm appropriate class placement. Tests are scheduled regularly throughout the year. Choose a time convenient for you and remember you are not taking an admission test...you are taking a test for appropriate placement in classes.

The Assessment Center is located in the lower level of the library...sign up for the necessary tests ASAP.



movin' on.....



At the **Counseling Office** (Bldg. 5) for an appointment with a counselor to review your test scores and discuss your educational goals. Counselors aid students in making career decisions. Educational Advisors (Bldg. 5A) will respond to your questions about individual courses, what is needed for your major, etc. etc.



Donald Abbott



Dr. James Andrews



Ernest Espinoza



Doris Gaugh



Donald Greeley



Donald Jones



Marilyn Kaecke



James Owen



Sal Robles



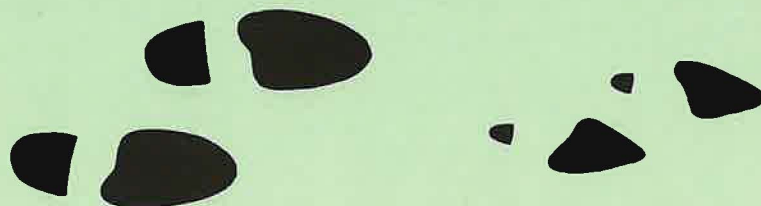
Evans Roderick



John Sullivan

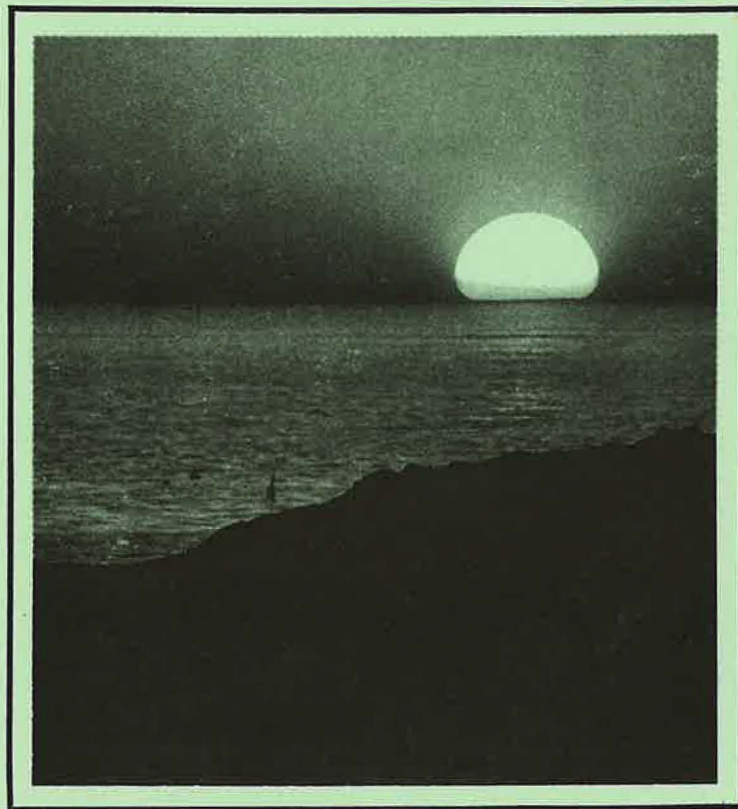


Irma Zuniga



movin' on.....

Registration time may take longer the first couple of semesters because you will have completed fewer units, i.e. courses translate into units, a three-hour lecture class over an 18 week semester equals 3 units of credit. If you have had an opportunity to talk with a counselor about your educational and career goals, then you will have already chosen the classes you want to take. Speaking of classes, you will want to check out the New Horizon classes.



movin' on.....

The **New Horizons program** is a group of classes taught by faculty with special interests in reentry students. The classes are listed near the front of each class schedule. You will be able to identify them by the following descriptions:

ENGL 68—ENGLISH(WRITING) 3 Units

(May be taken for option of letter grade or Credit/No Credit.)
(May be taken two times for credit.)

Prerequisite: Satisfactory score on appropriate placement test or a grade of "C" or better in ENGL 67 or AMLA 55.

Stresses the skills and techniques necessary for correct writing. Each student writes sentences, expository paragraphs, and at least one short expository theme. Attention is given to the problems of usage and punctuation. Sections of English (Writing) 68 may be designated Journalism 68 for the purpose of giving extensive fundamental work to students in the A.S. Journalism program. Students who repeat this course will improve their skills.

GUID 53—CAREER ALTERNATIVES FOR WOMEN 2 Units

(May be taken for Credit/No-Credit only.)
A wide range of career options will be presented. Understanding personal feelings and stereo typical concepts which might interfere with optimal career development, resume writing and job interviewing will be included.

HLTH 10—SURVEY OF HEALTH OCCUPATIONS 1.5 Units

(May be taken for Credit/No-Credit only.)
Exploratory course to survey the health occupational programs/courses offered by the Health Science Division.

LERN 71—STUDY TECHNIQUES 3 Units

(May be taken for Credit/No-Credit only.)
Prerequisite: Eligibility for ENGL 67.

This course is designed to give intensive assistance to students who wish to improve in the following skills: time management and study strategies, effective listening, note making, informal outlining, how to read a textbook, memory improvement principles, and test-taking techniques.

LERN 80—WRITING SKILLS REVIEW 2 Units

(May be taken for Credit/No Credit only)
(May be taken two times for credit. Any combination of LERN 79, 80, 81 cannot be taken more than two times.)

A readiness course designed to increase the mastery of basic writing skills to a level which will permit the student to complete college writing assignments. Students who repeat will improve writing skills.

LERN 81—WRITING SKILLS REVIEW 3 Units

(May be taken for Credit No Credit only.)
(May be taken two times for credit. Any combination of LERN 79, 80, 81 cannot be taken more than two times.)

A readiness course designed to increase the mastery of basic writing skills to a level which will permit the student to complete college writing assignments. Students who repeat will improve writing skills.

LERN 85—MATH SKILLS REVIEW 2 Units

(May be taken for Credit/No Credit only)
(May be taken two times for credit. Any combination of LERN 84, 85, 86 cannot be taken more than two times.)

Arithmetic skills: adding, subtracting, multiplying, and dividing with whole numbers, fractions, and decimals. Students who repeat will improve math skills.

LERN 86—MATH SKILLS REVIEW 3 Units

(May be taken for Credit/No Credit only.)
(May be taken two times for credit. Any combination of LERN 84, 85, 86 cannot be taken more than two times.)

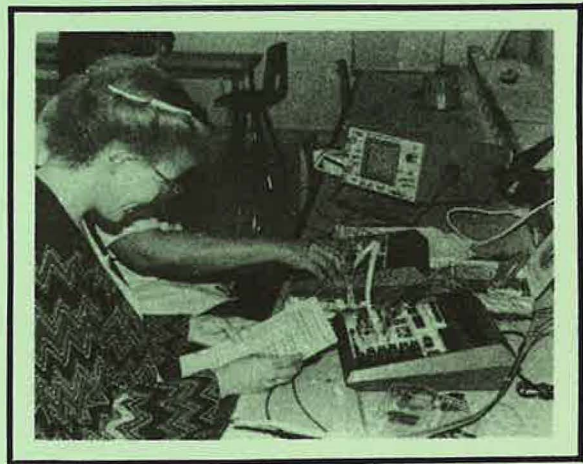
Arithmetic skills: adding, subtracting, multiplying, and dividing with whole numbers, fractions, and decimals. Students who repeat this course will improve math skills.

SPCH 52-SPEECH 3 Units

Prerequisite: Eligibility for ENGL 67 or completion of AMLA 53.

Speech preparation and presentation for personal and career purposes. Techniques for job interviews as well as informative and persuasive speaking experiences are included.

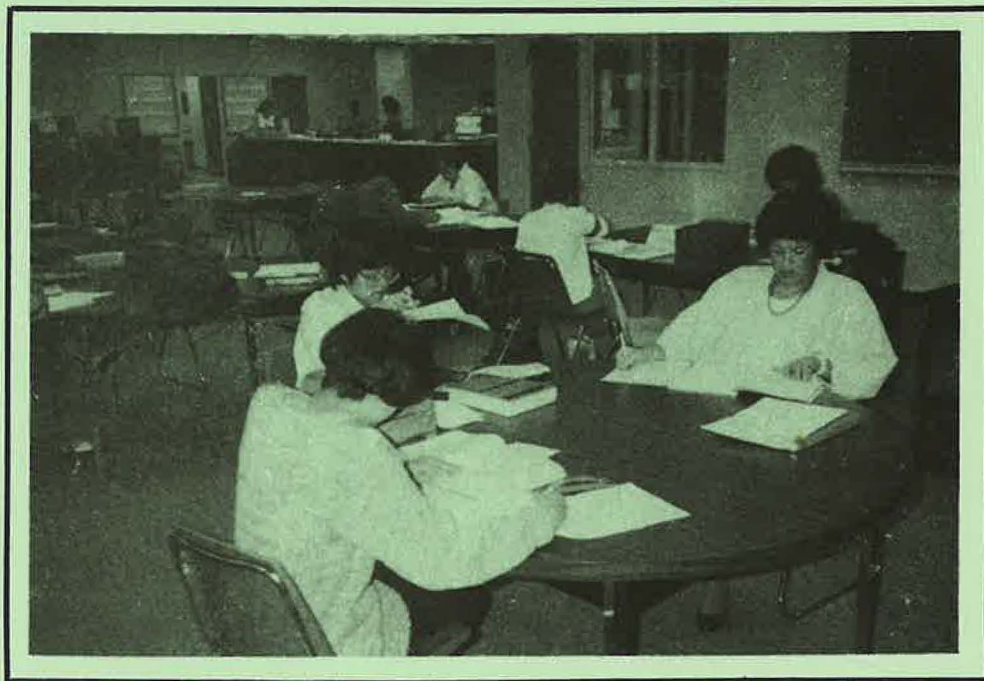
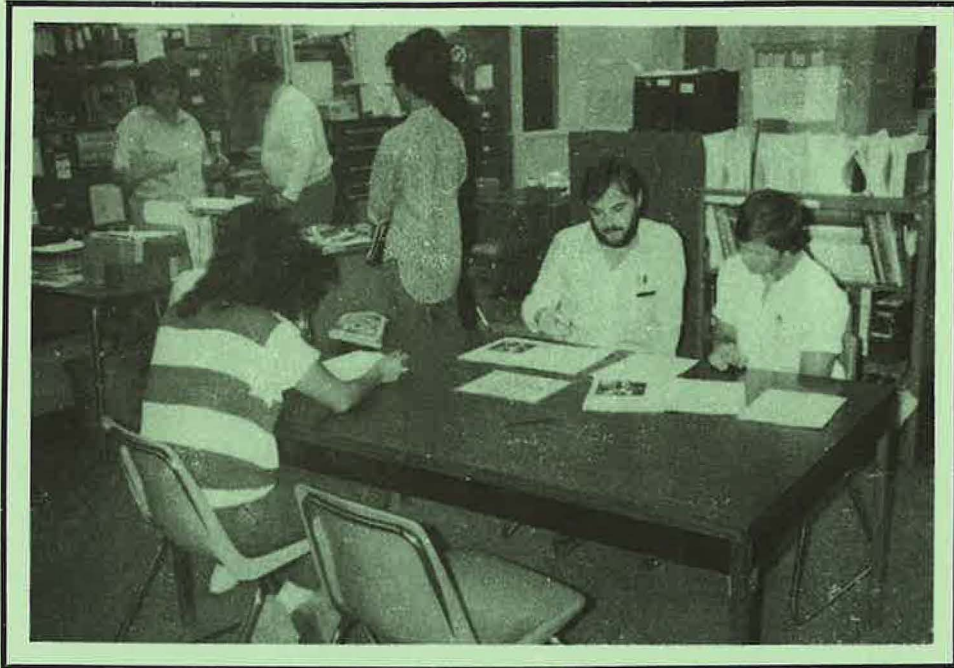
Attending Class is one of the most important things you will do here at MSAC. Instructors expect you to attend every class, be on time and be prepared. Does that sound like the Girl/Boy Scout motto? Well, it fits the success model for college.



movin' on.....



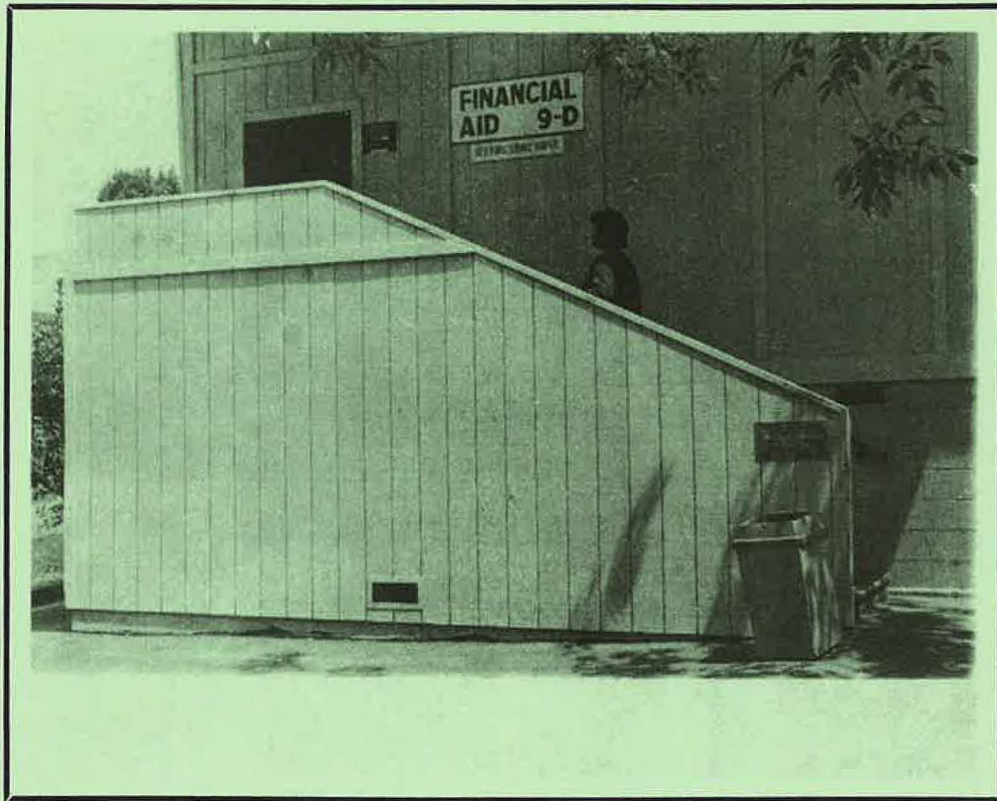
Before you get behind in a class or make your first "F" go quickly to the **Learning Assistance Center** located in the college library. Regular courses in basic skills, individualized skill-building courses, tutoring in all subjects, and help with study techniques are available.



movin' on.....

Financial Aid may be the key to your remaining in college. If you are having a difficult time buying books, paying for gas to and from the campus, etc., etc., you need to visit the Financial Aid Office located in Bldg. 9D.

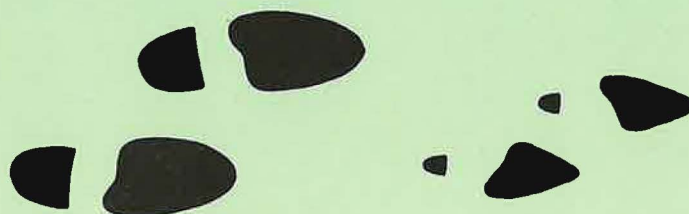
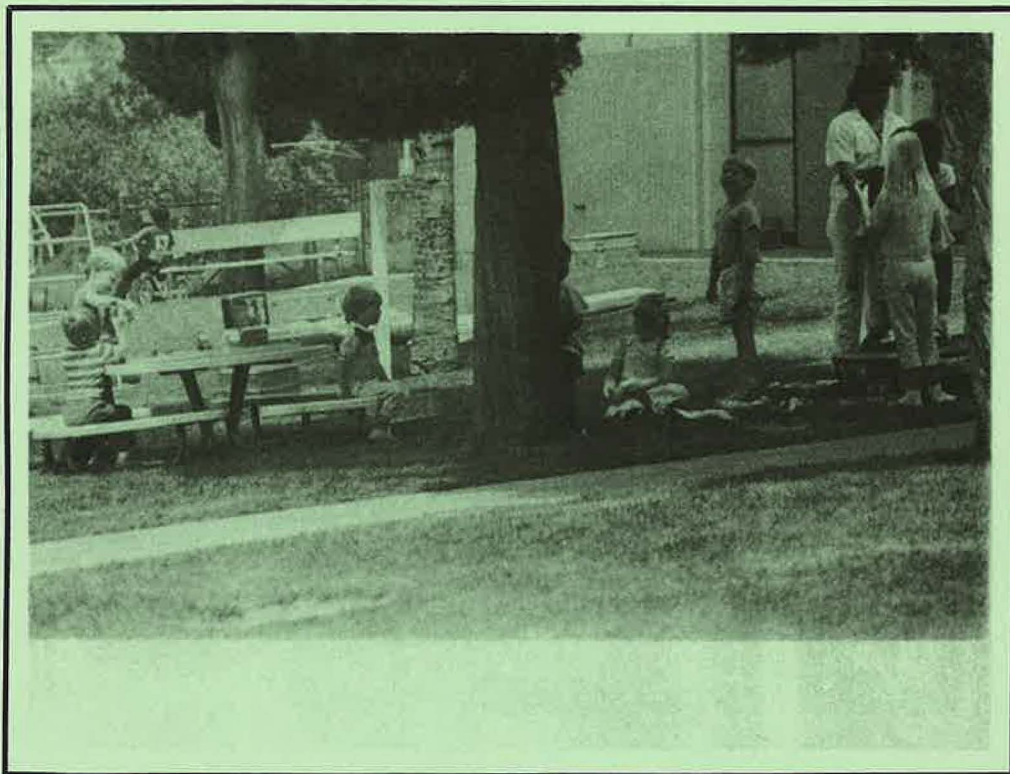
The College offers a variety of financial aid programs funded by the Federal and State governments and private sources. You must complete an application to determine your eligibility for aid. The process is involved **but** it's worth it!



movin' on.....

Do you have pre-school children? If the answer is yes, you may need the services provided by the **Child Development Center**.

Child Care is provided, at a nominal cost, between the hours of 7:00 a.m. and 10:00 p.m. for student-parents while they attend classes. You must make a formal application at the Child Development Center, Bldg. 9E, located in the back of the SAC Book Rac.



movin' on.....

The **Office of Special Programs**, located in 9B-15 provides tutoring, counseling and grants to students who can qualify. These services may be available to you...plan a visit to the office.

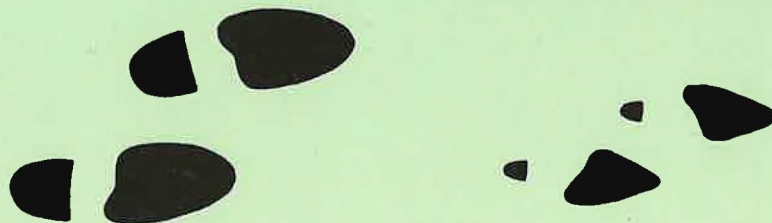
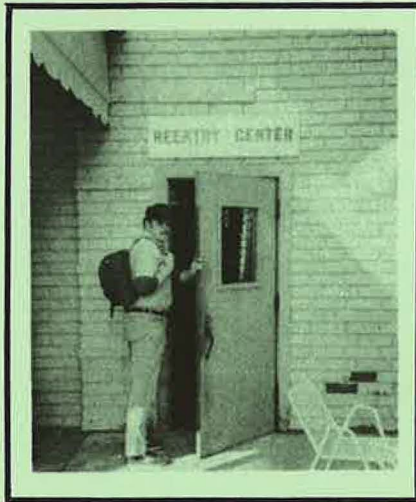


The **Handicapped Student Center** is available to students with physical, communicative, emotional, or learning disabilities. Reentry students who experience these difficulties are extended a warm welcome at the center located in the lower level of the library.



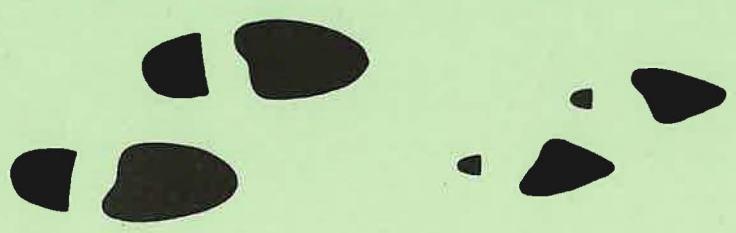
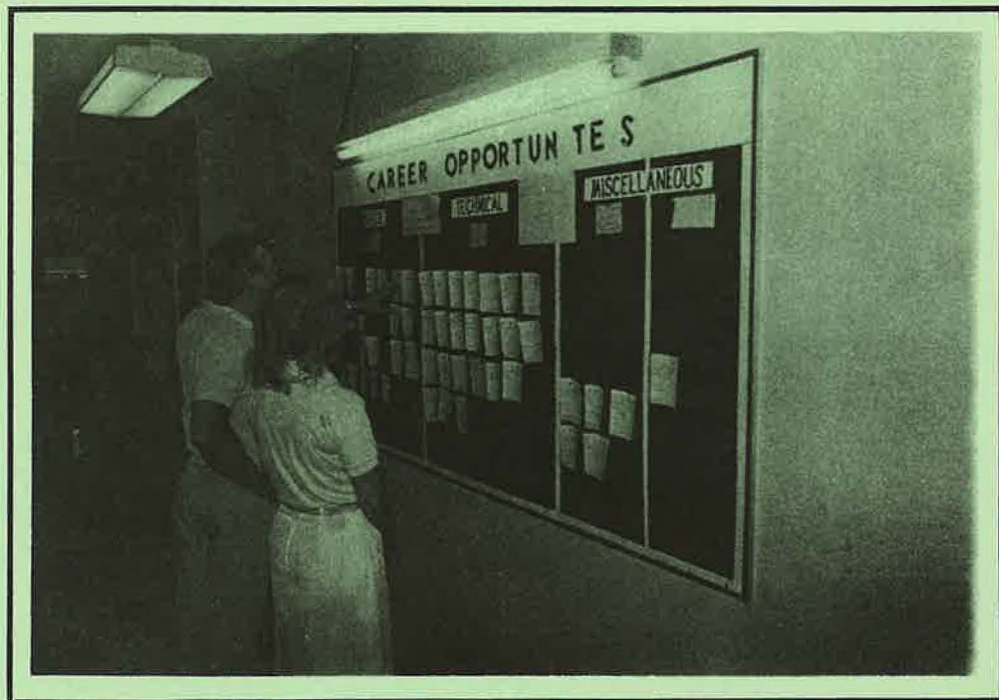


The **Reentry Center** is your home away from home. The center is your place. It is comparable to the Student Center which is designed for all students but often attracts younger students. The college believes you should have a special place for meetings, networking, and discussions. It is staffed by the Vocational Outreach Specialist who is one of your advocates!



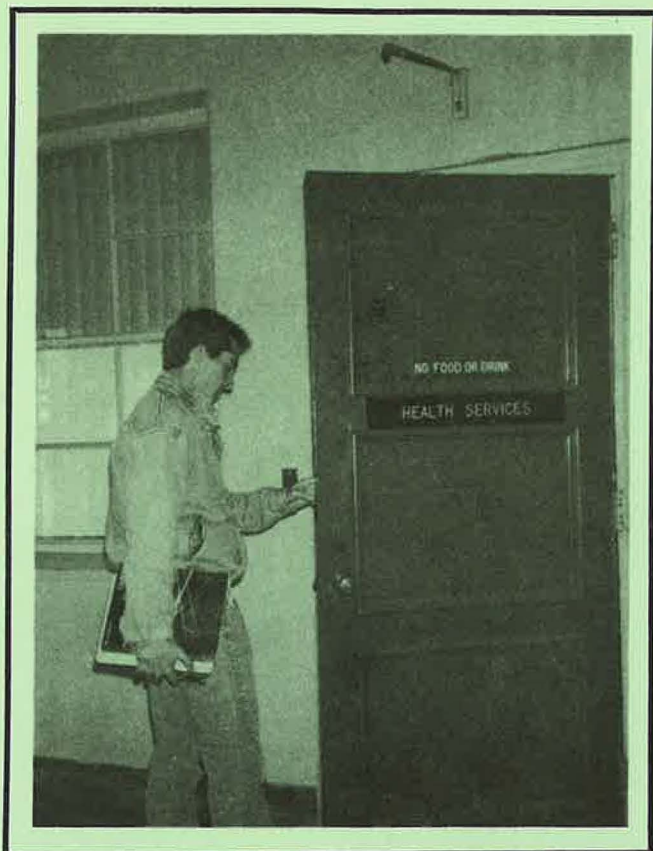
movin' on.....

The **Job Placement** office in 9B-5 serves hundreds of students each year. The office has listings for part-time and career positions. Part-time work may be what you need to solve your financial problems. You are welcome to check out the job boards often in the hallway adjacent to the center.



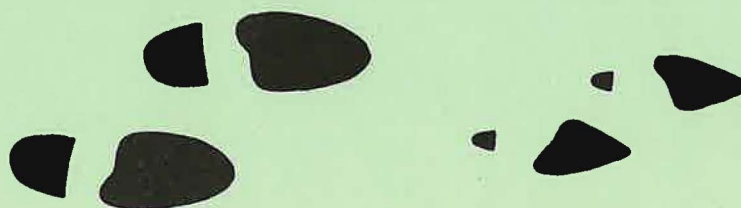
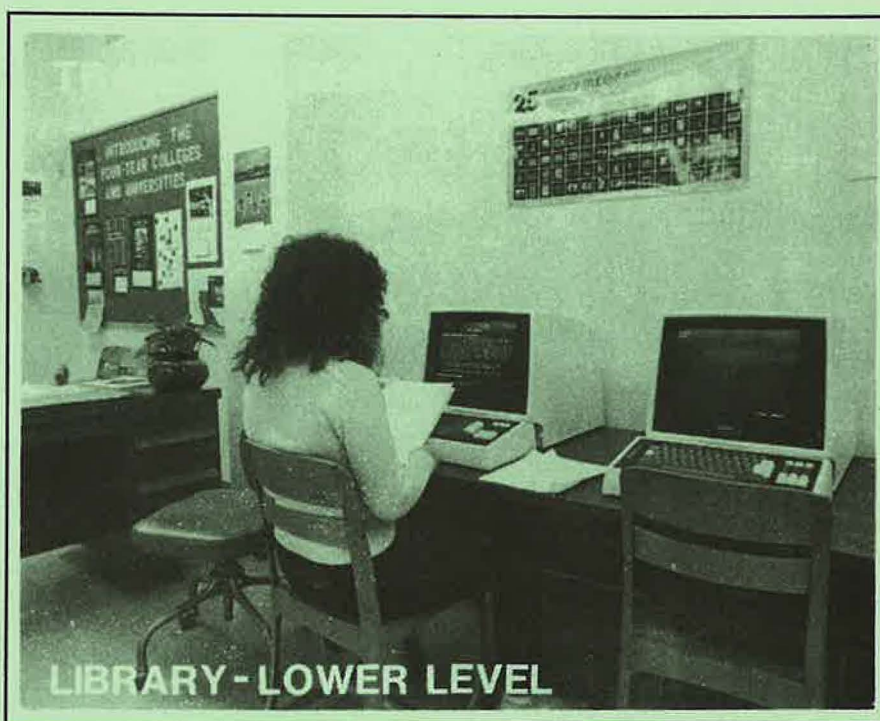
movin' on.....

Did you know we have a professionally staffed **Health Center** with physicians, psychologists and nurses. You may use these services by presenting your College Services Card. Services are provided free except for a nominal fee charged for tests and medications.



movin' on.....

The **Transfer Center** is one of our newest service areas of the College. It exists to encourage and aid students in the transfer process. Many of you will want to complete a Certificate Program or an Associate of Science Degree in an occupational area. Others of you will have the time and interest to transfer to a four-year college or university. The Transfer Center staff has a special interest in helping underrepresented minority students to transfer. Just one more place to check out your options!



movin' on.....

Lots of other services you will need throughout your stay at MSAC:

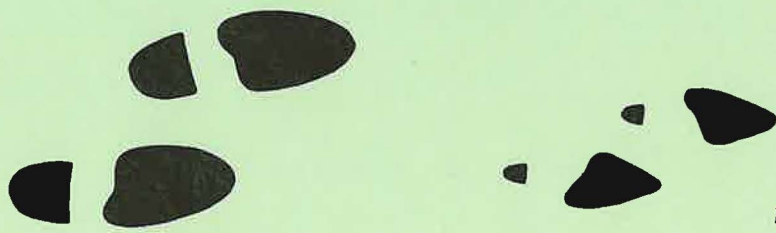
Sac Book Rac to purchase books and supplies, Bldg. 9A.



Snak Shak - 9B Mountie Grill - 19C and **Campus-Inn - Bldg. 8** for food services while on campus.



Auxiliary Services Office is located at the west end of 9A. You may purchase RTD passes, pick up financial aid and scholarship checks and deposit club funds.



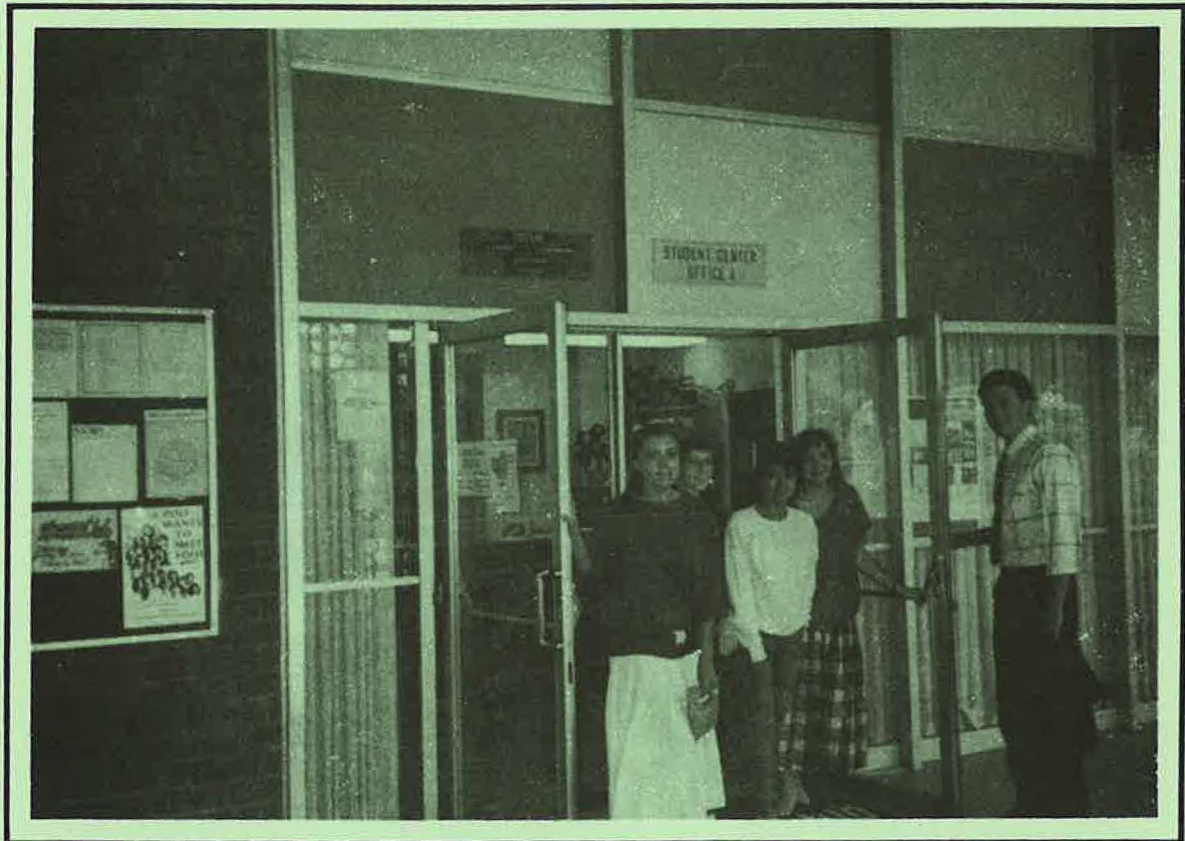
movin' on.....

So you have never been political...now is the time to begin. Reentry students are enthusiastically welcomed to the **Associated Students Senate**. It is important to have ethnic, sex and age diversity on the Senate to be sure that the needs of all students are represented. Senators are appointed throughout the year. Besides having a voice in campus governance, you will learn valuable leadership skills.



movin' on.....

If you don't know where you are going you may end up in the Student Affairs Office located in the Student Center. The **Student Affairs Office** staff will provide information about college rules and regulations and inform you of your rights. It is a general resource office. Don't overlook it if you are in a crisis.



movin' on.....

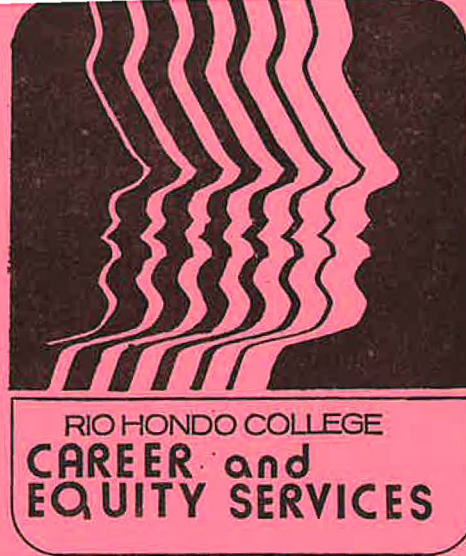
Don't stop now! We know you will keep ***movin', learnin', growin', changin',*** and ***becomin'.***

Stops along the way at these service areas will pay off now and in your future.





Appendix 3



HOMEMAKERS EMPLOYMENT LEARNING PROJECT
(H.E.L.P.)

If you are a person who has been out of school or the job market for several years, here is a course for you. This free non-credit course is designed to assist the homemaker identify employable skills and interests. From June 22 to August 5, participants will meet every Monday and Wednesday from 1:00 to 4:00 p.m. Instruction will include the following:

- | | |
|--------------------------|----------------------------|
| ** SKILLS IDENTIFICATION | ** CAREER TESTING |
| ** CAREER GOAL SETTING | ** PROBLEM SOLVING |
| ** COMMUNICATION SKILLS | ** KEEPING A JOB |
| ** JOB NETWORKING | ** TIME MANAGEMENT |
| ** RESUME WRITING | ** NON-TRADITIONAL CAREERS |
| ** STRESS REDUCTION | ** JOB INTERVIEWING |

The three main goals for the course are 1) to identify a career, 2) to find out how to get that particular career, 3) to raise self-confidence. By the end of the course, each person will have developed an individual resume and action plan for the future education and/or career goals. A Certificate of Completion is given at the completion of course.

To register in this course call Barbara Booth, Josie Alva or Ana T. Diaz at Career & Equity Services, 213/692-0921, extension 304/305. A pre-enrollment interview/appointment must be arranged with each individual prior to the class.

RIO HONDO COLLEGE
3600 Workman Mill Road
Whittier, CA 90608

Sponsored by Community and Student Services and Career and Equity Services



JUNE 1987
RIO HONDO COLLEGE
CAREER AND EQUITY SERVICES
 3600 Workman Mill Road
 Whittier, California 90608
 Phone 692-0921, Ext. 304
 Room A116, Administration Bldg.

STAFF
 Barbara Booth, Coordinator
 Ana Tafoya Diaz, Advisor
 Josie Alva, Career Technician
 Veronica Urias, Job Placement
 Nicki Jackson, Counselor
 Student Workers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	NEW HORIZONS CLUB 12:15-1:15 2	LOVE, INTIMACY, & EMPTINESS 12-1 P.M. *** COPS TEST 5:30-6:30 P.M. 3	CARE MEETING 12:15-1:15 P.M. 4	COPS CAREER TEST INTERPRETATION 1-2 P.M. 5
FINAL EXAMS WEEK 8	COPS TEST 10-11 A.M. 9	APPOINTMENT REGISTRATION BEGINS ON CAMPUS *** COPS CAREER TEST INTERPRETATION 5:30-6:30 P.M. 10	11	COLLEGE GRADUATION 12
15 SEMESTER ENDS	COPS CAREER TEST INTERPRETATION 10-11 A.M. 16	OPEN REGISTRATION 17	COPS CAREER TEST 1-2 P.M. 18	19
HELP CLASS XXI STARTS 1-4 P.M. *** SUMMER SESSION BEGINS 22	COPS CAREER TEST 2-3 P.M. 23	STRESS MANAGEMENT 12-1 P.M. *** ASSERTION TRAINING 6-8 P.M. 24	COPS CAREER TEST INTERPRETATION 1-2 P.M. 25	26
MYERS/BRIGGS INTERPRETATION 1-4 P.M. A223 29	COPS CAREER TEST INTERPRETATION 2-3 P.M. 30	HOURS: June 1-19 MTThF 8:00-4:30 Wed. 8:00-7:00 June 22-30 MW 8:00-6:00 TThF 8:00-4:30		

HOMEMAKERS EMPLOYMENT LEARNING PROJECT (HELP) CLASS XXI starts June 22 and meets every Monday and Wednesday until August 5. This free non-credit course is designed for the job seeker who has not been employed outside of the home for many years or who is looking for a new career direction. A pre-enrollment appointment is needed before starting this class. Call the center for more information.

EUREKA COMPUTER--Use of this computer can save months of gathering data about jobs. Hundreds of jobs are described in the computer including salary ranges, job availability, education required and future outlook. Information about colleges is also available. The computer is connected to a printer so users may get their own hard copy to take with them. Computer use is free to students with current paid for ASB cards. It costs \$3.50 for students who did not purchase cards and \$5.00 to non-students.

NEW HORIZONS CLUB--This club for re-entry students meets on the first and third Tuesday of every month at 12:15 p.m. in Room A116.

JOB PLACEMENT is open 16 hours a week, Monday through Thursday, 8:00 to noon.

CAREER SERVICES contains job research materials and over 20,000 job descriptions.

C.O.P.S. CAREER TEST & INTERPRETATION--This is a test designed to help in making career choice. Aptitudes, values and interests are tested. Test dates are indicated on the calendar above. Test interpretations are given one week after the test is taken. Cost is \$5.17.

ASSERTION TRAINING--Nicki Jackson teaches this effective communication technique on June 24 in Room A116 from 6:00 to 8:00 p.m.

NEW HORIZONS CLUB--This club for re-entry students meets on the first and third Tuesday of every month at 12:15 p.m. in Room A116.

MYERS/BRIGGS TEST is interpreted by Barbara Booth on June 29 from 1:00 to 4:00 p.m. to help in career choice. This free test must be taken prior to the interpretation.



HOURS:

Mon. 8-6:00
 Tues. 8-4:30
 Wed. 8-6:00
 Thurs. 8-4:30
 Fri. 8-4:30

JULY 1987

RIO HONDO COLLEGE

CAREER AND EQUITY SERVICES
 3600 Workman Mill Road
 Whittier, California 90608
 Phone 692-0921, Ext. 304
 Room A116, Administration Bldg.

STAFF

Barbara Booth, Coordinator
 Ana Tafoya Diaz, Advisor
 Josie Alva, Career Tech
 Veronica Urias, Job Placement
 Nicki Jackson, Counselor
 Student Workers

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		RELAXATION TECHNIQUES 12-1 P.M. *** SELF-ESTEEM BUILDING I 5:30-7:00 P.M. 1	COPS CAREER TEST 11-12 2	INDEPENDENCE HOLIDAY COLLEGE CLOSED 3
THE HISTORY OF WORKING WOMEN 1-3 P.M. ROOM A223 6	NEW HORIZONS CLUB MEETING 12:15-1:15 P.M. 7	RAISING SELF-ESTEEM 12-1 P.M. *** SELF-ESTEEM BUILDING II 5:30-7:00 P.M. 8	COPS CAREER TEST INTERPRETATION 11-12 9	COPS CAREER TEST 9-10 A.M. 10
THE EARNING GAP BETWEEN MEN & WOMEN 1-2 P.M. *** NON-TRADITIONAL CAREERS 2:30-4 PM ROOM A223 13	COPS CAREER TEST 3-4 P.M. 14	ANXIETY REDUCTION 12-1 PM *** SELF-ESTEEM BUILDING III 5:30-7:00 P.M. 15	16	COPS CAREER TEST INTERPRETATION 9-10 A.M. 17
DRESSING FOR SUCCESS 1-2 P.M. ROOM A223 20	NEW HORIZONS CLUB MEETING 12:15-1:15 P.M. *** COPS TEST INTERPRETATION 3-4 P.M. 21	INTER-PERSONAL SKILLS 12-1 22	COPS CAREER TEST 1-2 P.M. 23	24
RESUME WRITING 1:00-2:30 P.M. ROOM A223 27	COPS CAREER TEST 11 A.M.-12 P.M. 28	PROCRASTINATION 12-1 P.M. 29	COPS CAREER TEST INTERPRETATION 1-2 P.M. 30	31

EUREKA MICRO-SKILLS II--This program assists students in deciding which skills they want to use in their life's work. Students enter their skills into this user-friendly computer and receive a list of matching occupations, available on a printout they can take home to review. Computer use is free to students with current paid for ASB cards. It costs \$3.50 for students who did not purchase cards and \$5.00 to non-students.

EUREKA COMPUTER--Use of this computer can save months of gathering data about jobs. Hundreds of jobs are described in the computer including salary ranges, job availability, education required and future outlook. Information about colleges is also available. The computer is connected to a printer so users may get their own hard copy to take with them. Computer use is free to students with current paid for ASB cards. It costs \$3.50 for students who did not purchase cards and \$5.00 to non-students.

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PERSONAL & CAREER EXPLORATION--On Wednesdays, Bob Itatani leads this informal discussion on a variety of topics in Room A116 from 12:00 to 1:00 p.m.

THE HISTORY OF WORKING WOMEN--Taught by Barbara Booth this lecture and slide show covers the colonial period on July 6 from 1:00 to 3:00 p.m. in Room A223.

THE EARNINGS GAP BETWEEN MEN AND WOMEN--ON July 13 from 1:00 to 2:00 p.m. in Room A223

Barbara Booth talks about why men earn more than women on the average.

DRESSING FOR SUCCESS--Learn how to dress for an interview on July 20 in Room A223, 1-2 p.m.

RESUME WRITING--On July 27 in Room A223 from 1:00 to 2:30 p.m., this is taught by Barbara Booth.

SELF-ESTEEM BUILDING--Taught by Counselor Nicki Jackson on Wednesday evenings from 5:30 to 7:30 p.m.

Appendix 4

CERRITOS COLLEGE RE-ENTRY RESOURCE CENTER



A PLACE FOR MEN AND WOMEN

Cerritos College
Assessment Center
(213) 860-2451, ext. 530

HOURS:

Monday through Friday 8 a.m. to 4:30 p.m.
Wednesday Open until 9 p.m.