Monitoring Visit Protocol

1. VISIT DETAILS

1.1 Completed by	<Insert details>
1.2 Location	<Insert details>
1.2 Name of Institution	<Insert details>
1.4 Dates	<Insert details>

2. PROGRAM DETAILS

2.1 Name of program	Life Experience Advanced Educator's Preparatory Program (LEAP)
2.2Target groups	Women over the age of 30 from all ethnic and religious groups
2.3 Name of staff responsible for the program or department	Dr. Avital Hecht, Head of the Preparatory Program
ecial equipment used within the framework of DARE	Computers (established a special room for the use of this group), laptop for staff working on the project.

3. PROGRAM DESCRIPTION

3.1. What issue or problem does this program address?	*Gordon is piloting a preparatory program for affirmative action of LEAP for "women over 30" . Most of these women do not have a full matriculation and need special academic as well as social skills for studying .*
3.2 What is the goal of the program?	The main goals of the program is to provide the women with academic tools and strategies that will enable them to successfully be integrated into academic studies at Gordon College after the program.
3.3 Program description	The project provides program of 5 days a week for 32 weeks of an academic preparatory program that will give the students the tools they need to succeed in their academic studies. The courses that they take include English, Mathematics, Linguistic skills, computer skills, workshops aimed to give them the confidence to take exams, cope with pressure and participate in the classroom, approach faculty members, and to organize their time in the most efficient manner. We also offer special testing if we feel that the student may have learning disabilities or if the students themselves request. Our program was integrated into the regular preparatory program BUT added one extra support day a week to provide workshops that meet the specific needs of this age group: Academic Skills, English,

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	Mathematics, Computer skills, time-management, dealing with anxiety during exams, etc. We have established a "follow-up" program to support their successful integration into the college studies. This includes: 1. Mapping out which departments these students are accepted in (task done by Executive Assistant to the President's Office). 2. Group and individual meetings with the Dean of Student and Student Counselor for social and academic support. 3. Meetings with Heads of Departments where the students are studying to inform them of the extra support provided to the graduates of this program.
3.4 How is progress towards the achievement of the program's goal tracked? Please specify which indicators are being utilized to measure progress.	We track the achievement of the program according to: 1. Number of students who are recruited into the program. 2. The percentage of students who complete the program. 3. The percentage of students who are accepted into Gordon College's academic program for teacher training. 4. Long-term—keeping track of how these students complete their academic studies each semester.

4. PROBLEMS

List the specific issues / problems that were identified and actions that need to be taken to solve the problem.

One of the problems that we discovered was that after they complete our program and begin their studies that they need additional support in this transition. They move from a very supportive system to a larger system and some expressed feeling "lost" in this transition.
In addition, the transition from a 2 day study program to a 4 day study program is also a challenge.   They are often overwhelmed with the amount of study in-class and out of class that is required.

Another serious problem is economic since they have less days a week to work.

For our pre-pilot, we set up a special program for 30+ students. After the pre-pilot, the students expressed that they felt it would have been better to integrate them with younger students so that they could already be acclimated to the classrooms. This is now being done in the pilot programs for this academic preparatory support program.

In order to meet these challenges Gordon added additional support mechanisms and also modified their program.
1. The Dean of Students and Gordon's Counselor (who works specifically with the students of this preparatory program) of the college were involved in establishing a "group

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support" for these students once they begin their first year of academic learning.

2. The students are now integrated into the regular preparatory program in order to widen their social contacts with future first year student and also to build their confidence SINCE they see how much they can contribute to class room discussions based on their life-experiences.

3. The economic challenges are more difficult to relate to but Gordon does offer scholarships to specific populations (such as our Ethiopian Students) or based on economic need (through the Dean's scholarship fund) that supports on an equal basis those students who are most needy. If the economic pressure is too much, Gordon's academic committee is considerate and allows students to complete their studies in an additional year, thus lessening the study load and enabling the students to be able to work.

4. The Financial Manager and Vice President of Gordon, Mr. Igal Sheinis in discussions and email correspondances with LEAP's head, Dr. Avital Hecht decided to award each LEAP graduate with a 5,000 shekel scholarship towards tuition.

5. In addition, in the 2018-19 academic year, an endowment scholarship fund that was marked only for Gordon's Ethiopian students was granted "flexibility" to support also very needy students. In this academic year, a LEAP graduate is receiving support from this scholarship fund.

6. Gordon does offer academic mentoring to this group of students that may need it but in the new pilot group the need was not that "pressing".

5. RESULTS

Refer to section 3.4 and list the specific outcomes (intangible) and outputs (tangible) of the program

The outcomes will be that:
Intangible:
1. Students will feel confident that they can succeed in their studies.
2. Students will be able to handle academic pressure better.

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3. Students will be able to manage their time more efficiently.

Tangible Outcomes
1. Students who successfully complete the preparatory program will apply and be accepted to Gordon College.
2. Students will be able to academically complete their program.
3. Students will get their teaching degrees and be able to work in the educational systems in Israel (formal or informal). It should be noted that since the period of academic studies to complete the degree goes beyond the life of the program, that this outcome can only be shown after the life of the project.
4. By having a profession, they will be able to raise their economic status and have greater economic security.

6. SUCCESS

What has gone particular well in the program? Indicate significant progress towards achieving specific goals, unexpected positive impacts and developments, other improvements and developments in the program, the positive events, solved bottlenecks etc. If you have future recommendations please add it here.

Students feel that they have a "home" in Gordon with the relationship and support that they received in the preparatory program.   Most were accepted and integrated in the departments.   It is too early in the program to have a complete follow-through of the academic achievements of these students BUT our impressions are that all students are passing their courses and succeeding in their studies.

Since we have established a follow-through and support system, Gordon's faculty and support staff are open to continue to modify the program so that it will meet the expressed needs of the students as best as we can.

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D A R E

7. IMPACT

What has changed in the way that the institution and target groups operate because of this program?

The special support provided to this target group and the follow-up support services has changed the way in which the institution invests in these students. Gordon realizes that these students are a "resource" and not a "burden" to our programs as the students bring in life experiences that the younger students are lacking and thus open up "horizons" of thinking in the classroom.
For the target group, the support provided enables them both academically and socially to integrate into not only within Gordon but also receive a profession that empowers them.
We have set up the administrative framework to follow-through and keep track of these students so if academic intervention is necessary we can offer the support services available (e.g. mentoring and tutoring as well as professional psychological guidance).

8. SUSTAINIABILITY

What measures are taken to sustain the program beyond the project lifetime?

Gordon is committed to continue to invest in these students.   The decision to give 5,000 shekel scholarships to the LEAP students who begin their regular studies is a reflection of this support of these students and Gordon's commitment to sustain the program.

9. GENERAL IMPRESSIONS AND CONCLUSIONS

Insert your general observations from the monitoring visit here. Include relevant photos, web links, case studies and quotes to illustrate your points.