

Washington State Board for Community and Technical Colleges

Promising Strategies Report

Revised 10/05/07

Contents

Page 3 – Background & Approach to Survey

Page 5 – Section 1 – Colleges Reporting Strategies with Strong Evidence

Page 5 – Recruitment and Admissions

Page 6 – Financial Aid

Page 7 – Student Services

Page 8 - Academic Services

Page 14 – Curriculum and Instruction

Page 15 – Leadership and Commitment

Page 16 – Section 2 – Colleges Reporting Strategies with Potential Evidence

Page 16 – Recruitment and Admissions

Page 17 – Financial Aid

Page 18 – Student Services

Page 23 – Academic Services

Page 33 – Curriculum and Instruction

Page 34 – Leadership and Commitment

Washington State Board for Community and Technical Colleges Promising Strategies Report

Background

Since Washington's two-year colleges are already providing many services and programs that are effective in retaining students and helping them to achieve their goals, a logical next step was to compile a list of those promising strategies that are already in place at the colleges. A "Promising Strategies" survey was developed by the Center for Learning Connections in coordination with the State Board for Community and Technical Colleges (SBCTC) staff and distributed to the colleges through the Instruction and Student Services list serves. Responses to this survey will be used as a foundation for the Student Retention Assessment Framework.

Survey Approach

Since the Student Retention Assessment Framework aligned so closely with the work underway as part of the Student Achievement Taskforce, the two projects created a partnership. The first step was to conduct a review of the literature that addresses student retention and achievement efforts. This literature review was drafted by SBCTC staff with an additional review from Columbia University. This review provided a foundation of research that was used to develop the survey.

College Responses to the Survey

By May 11, 2007, a total of twenty colleges responded to the survey, identifying one or more evidence-based strategies used by the colleges to support student achievement and student retention. Efforts have been made and will continue to be made to have all colleges respond.

Colleges responded to questions about each strategy identified: Description of the strategy and how many students are serviced; Evidence that the strategy works; Costs for staffing and sources of funding; Contact person.

Observations about college responses to survey:

Many colleges did not provide evidence of the strategies they described. Sometimes this was due to the newness of the program or strategy. Other times the colleges did not collect data and/or did not intend to collect data to connect to retention, persistence, and student achievement. Many colleges reported evidence that was based on student satisfaction surveys or student evaluations, or colleges reported they had anecdotal evidence.

Categories of Responses

The research on student retention suggests there is not a particular model or framework for student retention – no simple answer exists. According to Kuh, Kinzie, Schuh, Whitt,

& Associates (2005) in *Student Success in College* studying 20 effective institutions in regard to student retention: "...a unique combination of external and internal factors worked together to crystallize and support an institutionwide focus on student success. No blueprint exists to reproduce what they do, or how, in another setting." (p. 21)

For purposes of organizing survey responses and providing a useful report of colleges' survey responses, six areas within colleges provided the framework, based on work conducted by the Educational Policy Institute (www.educationalpolicy.org). In the May 2006 EPI on-line Student Success publication (www.studentretention.org), Dr. Watson Scott Swail in "Part II: Institutional Strategies" provided the areas and descriptors used in this report:

- Recruitment and admissions,
- Financial aid,
- Student services,
- Academic services,
- Curriculum and instruction, and
- Leadership and commitment.

To link to the article, see www.educationalpolicy.org/pdf/StudentSuccess_0605.pdf.

In the Washington State survey of colleges, evidence was categorized as 1) strong or 2) potential for evidence, based on the evidence reported on the survey response. Criterion is based on whether or not the strategy supports student achievement (completion) and/or student retention. Colleges that used student evaluations or student satisfaction surveys were categorized as "potential", suggesting future potential for collecting student completion or retention evidence.

The first section of this report identifies promising strategies that provided strong evidence of student retention and/or completion (alphabetical order by college). The second section of this report lists programs (by college in alphabetical order) reporting 'potential' evidence of student retention and/or completion. All college survey submissions have been listed in this report.

Section 1 – Colleges Reporting with Strong Evidence of Student Retention/Completion

Recruitment and Admissions - Student Recruitment/Identification, Admissions Processes, Orientation

Project REACH

Description: Project REACH is an outreach program that targeted a cohort of twenty 8th grade students in Fall 2001, providing them with pre-college success skills, strategies, and support throughout their high school experience. Upon successful completion of the pre-college program, students were awarded financial aid scholarships or partial Foundation funding to attend Edmonds Community College.

Evidence of Success: Out of the twenty students in the cohort, eight students enrolled in college in Fall 2006. In the first year at the college, seven of the eight students persisted. The second cohort will begin at Edmonds in Fall 2007.

Leadership Commitment (cost, staffing, source of funding): Not known.

Contact: Sandie Jones, Edmonds Community College (425) 640-1332

SOAR

Description: Student Orientation and Academic Readiness (SOAR) is a 4-credit general elective course scheduled for eight days prior to the beginning of Fall Quarter. The orientation component of SOAR includes study skills, assessment, learning styles, motivation and a range of other elements. A math and English component gives students an opportunity to review academic skills based on placement test scores. The third component includes a Challenge or Ropes course designed to build teams, increase student confidence and communication skills and meet challenges.

Evidence of Success: Students participating in SOAR (offered only Fall Quarter) are more likely to be retained than non-SOAR students. Comparisons for Fall 2004 SOAR/non-SOAR student enrollment percentages in subsequent quarters are: Winter 2005 91%/91%; Spring 2005 79%/74%; Fall 2005 58%/43%; Winter 2006 58%/48%; and Spring 2006 55%/39%. Comparisons for the Fall 2005 SOAR/non-SOAR student enrollment percentages in subsequent quarters are: Winter 2006 88%/63%; Spring 2006 70%/59%; Fall 2006 60%/33%; and Winter 2007 48%/33%. Completion rates are currently being tracked.

Leadership Commitment (cost, staffing, source of funding): Four instructors (supplemental) (\$7,000) and Ropes Course facilitator (\$500).

Contact: Arlene Torgerson, Grays Harbor College (360) 538-4066 atorgers@ghc.edu

Specialized Advising Services

Description: Specialized Advising Services focus on several high needs areas: financial aid, developmental education, career/technical education, and disabilities. Each area provides a dedicated advisor or, in the case of disabilities, a person who assists students in accessing for accommodation.

Evidence of Success: Enrollment patterns for developmental education students indicate a 67.9% retention rate compared with a 2005 retention rate of 52.2%.

Leadership Commitment (cost, staffing, source of funding): Staffing for full-time advisors in each area costs approximately \$190,000 annually.

Contact: Therese Montoya, Lower Columbia College (360) 442-2351
tmontoya@lowercolumbia.edu

Student Calling Programs

Description: Student Calling Programs include those focused on retention, probation, Basic Skills, and high school drop-out recovery. Each is designed to positively influence the student's perception of campus climate by offering support and services for these targeted populations. Each calling program is unique to the population.

Evidence of Success: Retention Calling increased retention (first quarter to second quarter) from the pre-calling rates of 71% to 84%. Other data for retention and completion are not available.

Leadership Commitment (cost, staffing, source of funding): The calling programs cost the college more than \$150,000 annually.

Contact: Therese Montoya, Lower Columbia College (36) 442-2351
tmontoya@lowercolumbia.edu

MODEL

Description: MODEL (Multicultural Opportunities for Developing Emerging Leaders) is a comprehensive leadership program that incorporates multiculturalism into all activities. Fifty to sixty students are current involved in this program.

Evidence of Success: First year retention rates are 96%.

Leadership Commitment (cost, staffing, source of funding): One part time staff person.

Contact: Rachel Wellman, Olympic College (360) 475-7680 rwellman@oc.ctc.edu

New Student Orientation

Description: The New Student Orientation is a one-day mandatory orientation offered four times during the summer. Student tour the campus; review on-line advising tools, programs and degrees offered at the college; receive information on financial aid, advising, registration, and educational planning.

Evidence of Success: Eighty percent of the student attending the orientation in summer 2006 were retained from fall to winter quarter, with an average GPA of 2.89.

Leadership Commitment (cost, staffing, source of funding): Forty-three full-time staff and approximately fifteen students assist with the summer orientations. Direct non-staff costs are approximately \$15,000 with some support from WorkSource and local merchants.

Contact: Kristi Wellington-Baker, Walla Walla Community College (509) 527-4263
kristi.wellington-baker@wwcc.edu

Financial Aid - Training/Counseling, Grants/Scholarships, Loans, Assistantships/Work Study

Work Study

Description: Federal and State Work Study programs are available to financial aid eligible students to help pay for college. By participating in these programs, students gain

job experience and are able to evaluate their program of study and career goals. WorkFirst Work Study is for students receiving TANF grants from the state. There are also financial aid non-eligible work study placements on campus, including Student Government, tutoring, international, club representation, and athletics. Approximately 600 students participate each quarter in the work-study program.

Evidence of Success: A research study was conducted that examined student progression. The study found that the most significant factor in predicting student success at SFCC was part-time employment. Students who were employed part-time were more likely to obtain their educational goals and/or transfer to a four year baccalaureate institution (64% of these students transferred to 4-year institutions and/or received their degrees).

Leadership Commitment (cost, staffing, source of funding): Two employees are involved in the work study program. The total cost to the college is approximately \$1,150,000 which is paid for through state and federal financial aid and college departmental budgets.

Contact: Tammy Messing, Spokane Falls Community College (509) 533-4411
tammym@spokanefalls.edu web site:

<http://www.spokanefalls.edu/Resources/careers/default.asp?menu=5&page=WorkStudySvc>

Also see Student Services and Academic Services (below) for programs that incorporate Financial Aid strategies into a wide range of services.

Student Services - Campus Climate, Accessibility/Transportation, Housing, Counseling, Child-Care

I-BEST Task Force

Description: The creation of an I-BEST Task Force (faculty and staff from Instruction and staff from Student Services) provided for a single point of contact, weekly orientations, recruitment activities, and financial aid workshops for ABE/ESL students.

Evidence of Success: Prior to I-BEST, ABE/ESL students rarely moved into a college pathway. The implementation of this program resulted in 90% program completion rates (n=137); 58% of the students continued to a college pathway. Nineteen percent transitioned to employment.

Leadership Commitment (cost, staffing, source of funding): Twenty faculty and staff were involved in development of the program.

Contact: Debbie Faison, Highline Community College (206) 878-3710 extension 3363
dfaison@highline.edu

Child Care

Description: Child care services are provided for 25-30 families each quarter, representing about 60% of enrollment.

Evidence of Success: Between 86% and 91% of students using the child care center continue to be enrolled quarter to quarter whereas 73% of the general student population continues quarter to quarter.

Leadership Commitment (cost, staffing, source of funding): In 2006-07 college funding was \$108,000; enhancement funds were \$18,000, S & A fee allocation was \$65,000, and parent fees.

Contact: Lisa Sever, South Seattle Community College (206) 764-5348
lsever@sccd.ctc.edu

C-Campis Childcare

Description: Child care is offered to students at non-traditional times of the day and year. C-Campis child-care provides child care to all student-parents, targeting low-income or Pell eligible students. The child care is offered in the evenings so that students can take evening classes or work in the evening while they are currently enrolled in college. The funding also provides care for students during the summer. Ninety students are served by this child care service

Evidence of Success: A comparative student outcomes study of students who are parents and Pell-eligible showed that among students who were parents and Pell-eligible, those who utilized the child care services had higher retention rates (73% as compared to 43%), higher cumulative GPA (3.21 GPA as compared with 2.74 GPA), and were more likely to complete their educational goals than students who were parents and Pell-eligible and did not use the child care service.

Leadership Commitment (cost, staffing, source of funding): Thirteen employees are involved in the C-Campis child care services (only two full-time). The total cost to the district is \$157,077 which is paid for by a grant.

Contact: Dan Bly, Spokane Falls Community College (509) 533-4867
dbly@iel.spokane.edu

Academic Services - Academic Advising, Supplementary Instruction, Tutoring/Mentoring, Research Opportunities, Pre-College Programs, Bridging Programs

Student Support Services (SSS)

Description: Student Support Services (SSS) – This program promotes student success and achievement through academic tutoring, progress monitoring, study skills workshops, mentoring, and academic and career advising.

Evidence of Success: The graduation rate for SSS students is reported as 20% higher than for non-SSS participants.

Leadership Commitment (cost, staffing, source of funding): Four FTEF and several part-time peer tutors. TRiO grant award is \$267,986 and serves about 200 students.

Contact: Jerry Workman, Big Bend Community College (509) 793-2041
jerryw@bigbend.edu

1st CLASS

Description: 1st CLASS Program (Community Learning for Achievers Scholars Success) is a learning community for low income first generation and under-represented populations and serves approximately 13-18 students each year. The college identifies

student needs, provides peer ambassadors, designated advisors, mentor/tutor and counselors to support and monitor students year-long.

Evidence of Success: Clark College report that the annual program has an 80% retention rate. No tracking on program completion or transfer rates at this time.

Leadership Commitment: One full-time coordinator plus .25 FTE financial aid advisor as well as counselor, academic advisor, and tutor.

Contact: Lizette Drennan, Clark College (360) 992-2582 ldrennan@clark.edu

Displaced Homemakers Program

Description: Displaced Homemakers Program serves approximately 100 students each year, providing them with services (counseling, advising, coaching, assessment, support) in a free four-week 6-credit intensive course that helps them successfully transition into education and the workforce.

Evidence of Success: Fifty percent of the students who complete the course continue on in college for at least one quarter.

Leadership Commitment (cost, staffing, source of funding): One full-time manager, one assistant, one faculty member (program funding level is approximately \$105,000).

Contact: Becky Merritt, Clark College (360) 992-2321 bmerritt@clark.edu

Bridge Pre-Instructional Basic and Educational Skills Training

Description: The Bridge Pre-Instructional Basic and Educational Skills Training is piloting its 6th quarter. This Bridge program targets upper level ESL student, moving them from ESL to credit-bearing courses and is planning to expand to ABE and GED students as well. The program takes an inventory of careers students are interested in within the Allied Health fields and integrates ESL student into credit courses that pertain to their choice of study.

Evidence of Success: Seventy-seven percent of the ESL students who finish the Bridge program continue on into Allied Health fields of study.

Leadership Commitment (cost, staffing, source of funding): One tenured full-time faculty member, two adjunct instructors and advisors who refer students into this program.

Contact: Sheryl Anderson, Clark College (360) 992-2308 sanderson@clark.edu

First Year Introduction (FYI)

Description: The First Year Introduction (FYI) is a mandatory 12-hour student success workshop for all new degree- and certificate-seeking students. Students are required to successfully complete the workshop prior to enrollment in their second quarter of classes. Students are expected to actively participate in the workshop's daily seminar sessions, sample classes, and learning modules. The program also offers workshops tailored to certain populations, such as "FYI for Parents of Students", sessions for undecided students, and workshops for single parents with children living at home.

Evidence of Success: Program data shows a 20% retention increase from quarter to quarter and a 25% retention increase from year to year for degree- and certificate-seeking students who completed FYI.

Leadership Commitment (cost, staffing, source of funding): This is a campus-wide program that involves 35 instructional faculty, counselors and librarians, 12 adjunct

instructional faculty, 15 administrative exempt staff, 10 classified staff, and 15 student leaders and employees. The students pay a \$50 workshop fee which supports the program, generating approximately \$100,000 annually.

Contact: Alice Rehm, Columbia Basin College (509) 547-0511 extension 2390
arehm@columbiabasin.edu

Reinstatement Process

Description: The Reinstatement Process for Academically Dismissed Students was developed to require students (those enrolled for at least three quarters, dismissed for one year, and wanting to return) to identify the factors that impacted their previous lack of academic success and to identify strategies and behaviors they will employ upon their re-admission. Students who are readmitted are given intrusive conditions and assigned specific counselors to advise and monitor student performance.

Evidence of Success: Since 2005, nineteen students have been re-admitted under this process. Seventy-nine percent have made positive academic progress suggesting increased likelihood of retention and completion (16% achieved a cumulative college-level GPA greater than 2.00 and are no longer on probation; 63% have increased their cumulative college-level GPAs and continued their enrollment).

Leadership Commitment: VP for Student Services, assistant dean, a full-time faculty counselor, and instructional faculty from student's field of study.

Contact: Maddy Jeffs, Columbia Basin College (509) 547-0511 extension 2765
mjjeffs@columbiabasin.edu

TRiO Student Support Services

Description: TRiO Student Support Services focuses on low-income first generation college students who have documented disabilities. The program offers comprehensive one-on-one tutoring, academic advising, financial aid advising, workshops, personal and career counseling, peer networking and support, computers, and opportunities for community service. The goal of the program is to provide support for students, increase college retention, graduation and transfer rates, and foster a climate of support college-wide.

Evidence of Success: In 2005-06, 78% of the 160 students persisted and 5% graduated.

Leadership Commitment (cost, staffing, source of funding): Direct and indirect costs of this program were \$237,220 in 2005-06.

Contact: Heather McKnight, Edmonds Community College (425) 640-1699
heather.mcknight@edcc.edu

Specialized Healthcare Advising Services

Description: Specialized advising services provided by a faculty member with professional background in the health care industry focus on student access to personal contact with a health care professional, extensive advising and appropriate referrals. Approximately 156 students are served annually.

Evidence of Success: Retention rates for students in the program have increased from 53% (before specialized advising services) to 75-85%.

Leadership Commitment (cost, staffing, source of funding): Faculty reassigned 2/3 time (about \$20,000 year for replacement faculty).

Contact: Mattie Davis-Wolfe, Everett Community College (425) 388-9286
mdavis@everettcc.edu

Comprehensive Math Services

Description: Comprehensive Math Services include peer tutoring, computerized assistance, online learning aids, online tutoring, and faculty tutors. The Learning Center served 209 students in 05-06, with a total of 519 student contact visits.

Evidence of Success: Developmental Math students who receive more than 5 tutoring sessions in one quarter have a higher average quarterly GPA and have completion rates of 71% as compared to random sample of students who have not received tutoring and whose completion rates are 64.5%.

Leadership Commitment (cost, staffing, source of funding): Partial funding through Title III grant (math modules), partial support from full-time administrator, college support for tutors (about \$15,000 annually).

Contact: Laura Ratcliff, Grays Harbor College (360) 538-4060 lratclif@ghc.edu or Diane Smith (360) 538-4181 dmith@ghc.edu

College Prep Program

Description: This College Prep program provides a bridge curriculum connecting GED adults to college level courses and programs. The curriculum focuses on writing, math, computers, study skills educational and career counseling and also provides opportunities for students to experience the campus through tours and campus support speakers. Approximately 20 students are served each quarter.

Evidence of Success: Program administrators estimate that 75% of the students who take this class enroll in one of the Spokane colleges within two quarters. The institution plans to establish a tracking system to determine completion and longer-term retention rates.

Leadership Commitment (cost, staffing, source of funding): One full-time faculty member, one part-time computer instructor, half time program coordinator. This is an approved WorkFirst “stackable” activity.

Contact: Jenni Martin, Institute for Extended Learning, Community Colleges of Spokane (509) 533-4633 jmartin@iel.spokane.edu

Supplemental Instruction

Description: Supplemental Instruction (SI) in the sciences and math (Human Biology, Anatomy and Physiology, Chemistry and Statistics) helps promote students’ academic performance. The SI leader is an “expert student” whose role is to model for other students how to learn in science and in math. The SI leader attends the class and then offers daily supplemental sessions through directed problems solving. Learning strategies taught and modeled by the SI leader include time management, textbook reading, lecture note-taking, exam preparation, and critical thinking.

Evidence of Success: Students who participate in SI consistently receive As and Bs at higher rates than non-SI students, suggesting increased likelihood of retention and completion (Winter 2007: 62% as compared to 50%; Fall 2006: 65% compared to 40%; Winter 2005: 54% compared to 38%). No retention or completion rates are presented.

Leadership Commitment (cost, staffing, source of funding): SI leader costs \$1,500 quarterly.

Contact: George Dennis, Lower Columbia College (360) 442-2573 gdennis@lcc.ctc.edu

Mentoring and Advising for Persistence and Success (MAPS)

Description: The Mentoring and Advising for Persistence and Success (MAPS) Program has been designed to address support for first generation, low-income, and/or students with disabilities in earning degrees and certificates. Strategies include individual and group counseling, workshops to orient students to the college and equip them for academic success, and collaborating with faculty, other campus resources, and four-year institutions. Fourteen students participated in Fall 2006.

Evidence of Success: Students who are in the MAPS program enroll the following quarter at the rate of 72% as compared to non-MAPS students (67%).

Leadership Commitment (cost, staffing, source of funding): One full-time advisor, one part-time associate dean, and faculty stipends (per student). Cost approximately \$65,000.

Contact: Katherine Erfe-Johnson, Olympic College (360) 475-7534
kerfejohnson@olympic.edu

Fast Track to Student Success

Description: The 2-credit Fast Track to Student Success course is tailored to at-risk students and is taught by faculty and staff to approximately 100 students each quarter. Content includes activities and information about the college and its resources, degree requirements, learning styles and strategies, and how to be efficient readers and note-takers.

Evidence of Success: Fall to Spring Quarter retention rates are 90% for students who have taken Fast Track, as compared to 60% for the general student population. The GPA for Fast Track students is 3.3 compared to 2.7 for all degree seeking students.

Leadership Commitment (cost, staffing, source of funding): Two lead counseling faculty members and ten staff, part-time.

Contact: Anita Ordonez, Skagit Valley College (360) 416-7974
anita.ordonez@skagit.edu

Learning Community

Description: The learning community is a package of interdisciplinary courses involving students and faculty, to provide a strong network of relationships and to improve student success in college. Approximately 650 students are involved in learning communities annually.

Evidence of Success: Study results show that learning community involvement is more beneficial (higher retention rates - 66%; higher GPA – 2.54) for developmental education students who take developmental courses outside of the learning community, when compared with other groups including non-learning community students (46% retention and 2.60 GPA).

Leadership Commitment (cost, staffing, source of funding): Faculty coordinator .33 FTEF, adjunct faculty.

Contact: Barbara Williamson, Spokane Falls Community College (509) 533-4507
barbaraw@spokanefalls.edu

Peer Mentoring in Business Technology Program

Description: The Peer Mentoring program in the Business Technology department connects BT student who may be struggling with other BT students who are at the end of their program or graduates. Students can self refer and are referred by instructors. The peer mentors work with the students to help them maneuver the college system with issues such as registration, counseling, and clarifying expectations of classes. The mentors are an advocate to help students overcome barriers to earning an education. In addition, the mentors offer tutoring where appropriate. Every quarter about 40 students are mentored by peers.

Evidence of Success: The mentored BT students' quarterly outcomes are compared to other Business Technology students' outcomes who did not receive the mentoring service. Business Technology students who were mentored have significantly higher quarterly GPAs in Business Technology classes (2.53 GPA compared to 2.42 GPA), higher quarterly retention rate (88% retention compare to 74% for non-participating students), and lower class withdrawal rates than Business Technology students who did not participate in the program. (Note: Winter 2007 statistics used)

Leadership Commitment (cost, staffing, source of funding): One staff and about four faculty members are involved in the BT peer mentoring program. The total cost to the college is approximately \$2,500.

Contact: Donna Newman, Spokane Falls Community College (509) 533-3487
donnan@spokanefalls.edu

Subject-based Small Group Tutoring

Description: Subject-based small group tutoring for high risk courses has replaced one-on-one tutoring for high risk students. Tutoring is available for Biology, Chemistry, Accounting, Math, and other courses that offer students academic challenges.

Evidence of Success: A comparison of first year annual student retention rates shows retention of tutored students 14-17% above students who do not use tutoring. Latino students who use tutoring are retained at rates 20-28% above Latinos who do not use tutoring.

Leadership Commitment (cost, staffing, source of funding): \$150,000 annually

Contact: Wilma Dulin, Yakima Valley Community College (509) 574-6832
wdulin@yvcc.edu and Marc Coomer (509) 574-4960 mcoomer@yvcc.edu

Opportunity Grant Financial Aid and Mentoring

Description: The Opportunity Grant provides financial aid and mentoring support for low-income adults to attain an educational tipping point – one year of college level credits and a credential – and then move on to an educational career pathway stepping stones. The college served 78 students.

Evidence of Success: Fall 2006 Opportunity Grant recipients enroll in Winter 2007 classes at a 93% rate.

Leadership Commitment: (cost, staffing, source of funding): \$43,000 annually (recruiters, instruction, vocational counselor)

Contact: Leslie Blackaby, Yakima Valley Community College (509) 574-6867
lblackaby@yvcc.edu

Learning Communities

Description: Learning Communities promote cross-disciplinary relationships that foster student success and provide academic experiences that help support the student's long-term participation in the public problem-solving process. Two hundred students participate each year.

Evidence of Success: Learning community students have over the past three years been retained at nearly a rate of 15% higher than students who are not participating in learning communities at the college.

Leadership Commitment (cost, staffing, source of funding): Costs range from \$2,500 to \$10,000, depending on faculty loads.

Contact: Gordon Koestler, Yakima Valley Community College (509) 574-4828
gkoestler@yvcc.edu

TRiO Student Support Services

Description: TRiO Student Support Services (SSS) provide counseling, tutoring, student development classes, text book loans, visits to 4-year universities, and advocacy. Two hundred students are funded to participate in this program.

Evidence of Success: Retention and graduation/transfer rates for participating SSS students compared with non-participating SSS students indicate 68% retention compared to 34% and graduation/transfer rates at 22% compared to 4% for non-participants.

Leadership Commitment (cost, staffing, source of funding): \$125,000 annually

Contact: Marc Coomer, Yakima Valley Community College (509) 574-4960
mcoomer@yvcc.edu

Curriculum & Instruction - Curricula Review and Revision, Instructional Strategies, Assessment Strategies, Faculty Development/Resources

Opportunity Grant

Description: The Opportunity Grant serves 38 low income students through seven professional technical programs designed to prepare students for high wage careers. Staff, faculty, student, and employer development efforts are designed to incorporate Ruby K. Payne's "culture of poverty" framework, in support of removing students' barriers to success. (*Framework for Understanding Poverty*, Aha Process Inc., 2001)

Evidence of Success: Retention rates are at 78% in the first year.

Leadership Commitment (cost, staffing, source of funding): Four part-time administrative staff

Contact: Jack Huls, Peninsula College (360)417-6225 jackh@padmin.ctc.edu

Universal Design for Learning

Description: Universal Design for Learning (UDL) is an approach to design course instruction and materials to benefit individuals of all learning styles. Utilizing UDL (focused on brain research-based teaching strategies, learning styles and learning differences), instructors incorporated significant changes into teaching pedagogy, creating more access to learning for all students, particularly those with disabilities. The

Universal Design for Learning system involved participation from the instructional team, student services, information services, and students. Strategies include assessing student learning styles and learning barriers, coordinating technologies and instructional methods to better respond to student needs.

Evidence of Success: In the UDL classrooms 97.7% of students with disabilities completed courses in 2005-06 as compared with 65.2% completion of non-UDL classrooms in 2001-02. Completion rates for students without disabilities in UDL classrooms were 94.6% in 2005-06, compared with 80.3% in non-UDL classrooms in 2001-02. Nationally students with disabilities tend to complete at about 10% lesser rate than students who have no disabilities.

Leadership Commitment (cost, staffing, source of funding): U.S. Department of Education Title III funding. Forty-six instructors in 28 programs from Renton and partner colleges (Community Colleges of Spokane Institute for Extended Learning and Bates Technical College) are involved in UDL.

Contact: Cathy Jenner, Renton Technical College (425) 235-2352 extension 5639
cjenner@rtc.edu

I-BEST Medical Front Office/Medical Billing & Coding

Description: I-BEST Medical Front Office/Medical Billing & Coding was launched in Fall 2006. Eighteen students enrolled. The program included medical assisting courses, a computer course and English 100. Faculty and staff worked collaboratively to connect this program to the Health Bridge Program (includes coursework in medical terminology, math, career exploration, customer service, first aid, and phlebotomy). Fifteen of the eighteen students were ABE/ESL students.

Evidence of Success: Eighteen students (100%) continued on to the second quarter of the program.

Leadership Commitment (cost, staffing, source of funding): \$82,475 annually

Contact: Terry Cox, Whatcom Community College (360) 676-2170 extension 3339
tcox@whatcom.ctc.edu

Leadership & Commitment - Committed Leadership, Committed Faculty/Staff, Clear Expectations and Direction, Support to Work toward Goals

No colleges reported promising strategies with “strong evidence” in this category.

Section 2 – Colleges Reporting with Potential Evidence of Student Retention / Completion

Recruitment and Admissions - Student Recruitment/Identification, Admissions Processes, Orientation

New Student Orientation

Description: The College provides New Student Orientation sessions each quarter. The summer sessions begin in mid-June and are held weekly for small groups through the summer. The orientation includes a campus tour, general college information and a choice of attending two of four workshops on Allied Health Career options, professional technical programs, transfer degrees, and College 101. During the orientation students are advised and then provided an opportunity to register immediately.

Evidence of Success: Student evaluation results.

Leadership Commitment (cost, staffing, source of funding): Eight to ten faculty volunteers, 9 full-time staff members with stipends/additional days (\$3,000).

Contact: Candy Lacher, Big Bend Community College (509) 793-2063
candyl@bigbend.edu

In Reach Special Projects

Description: In Reach Special Projects contacts student (via letters and phone calls) if they 1) applied for admission but didn't attend, 2) were awarded Financial Aid but never attended, and 3) enrolled but failed to pre-register the following quarter. Outreach includes communicating registration deadlines and processes.

Evidence of Success: Baseline being established; no current retention or engagement data available.

Leadership Commitment (cost, staffing, source of funding): One FTE and more than 50 full- and part-time staff members to do the contacting.

Contact: Lindsey Walling, Clark College (360) 992-2382 lwalling@clark.edu

One-Stop Entry Services

Description: One-Stop Entry Services from Admissions to Registration provides students with streamlined in-person registration within two hours of walking into the office.

Evidence of Success: No evidence of retention or degree/certificate completion rates.

Leadership Commitment (cost, staffing, source of funding): No additional costs required.

Contact: Rae Ellen Reas, Edmonds Community College (425) 640-1401
raellen.reas@edcc.edu

Orientations for New Students

Description: Orientations for new students are designed to help students become familiar with the college offerings, culture, and processes. Forums include interactive sessions and an introduction to their faculty advisor.

Evidence of Success: Student self-report; no retention data.

Leadership Commitment (cost, staffing, source of funding): Seven staff members

Contact: Siew Lai Lilley, Highline Community College (206) 878-3710 extension 3936
slilley@highline.edu

Students of Color Opting to Reach Excellence (SCORE)

Description: Students of Color Opting to Reach Excellence (SCORE) is a high school conference targeting junior and seniors of color, using Highline students as mentors, facilitators, and ambassadors. The event provides high school students with information (financial aid, admissions, career development, diversity, leadership) and resources for college enrollment.

Evidence of Success: No retention/completion data currently available.

Leadership Commitment (cost, staffing, source of funding): College staff and faculty plan this event.

Contact: Yoshiko Harden-Abe, Highline Community College (206) 878-3710 extension 3041
yharden@highline.edu

Considering College Orientations

Description: The Considering College Orientations are designed as a gateway for prospective WorkFirst, non-traditional, and low-income students. Offered six times each year, content includes college application process, retention strategies, financial aid overview, eligibility guidelines for WorkFirst Tuition Assistance, and how to navigate initial stages of college. Approximately 480 students attend annually.

Evidence of Success: No retention/completion data available.

Leadership Commitment (cost, staffing, source of funding): One full-time staff member and advisors who provide services as follow-up.

Contact: D. Marie Bruin, Highline Community College (206) 878-3710 extension 3004
mbruin@highline.edu

Transition Math Project Pilot

Description: This pilot project funded by the Transition Math Project provides COMPASS placement testing to local high school students, with the goal of developing a college ready student motivated to improve math skills, see him or herself as “college material” and as a high-wage earner. This project includes teacher development to align curriculum, provide career exploration for students, and provide tutoring support.

Evidence of Success: In process of gathering data on retention and completion.

Leadership Commitment (cost, staffing, source of funding): The project is funded by TMP (Gates and Washington State Legislature through SBCTC).

Contact: Sandra Bolt, South Seattle Community College (206) 768-6765
sbolt@accd.ctc.edu

Financial Aid - Training/Counseling, Grants/Scholarships, Loans, Assistantships/Work Study

Payment Consultants

Description: Payment consultants (college staff) provide financial aid counseling and payment options information for 100-150 students each quarter.

Evidence of Success: No evidence on retention or completion, however student withdrawals for non-payment have dropped from an average of 50 to an average of 20.
Leadership Commitment (cost, staffing, source of funding): Volunteer staff – no cost to college.

Contact: Nancy DeVerse, Grays Harbor College (360) 538-4030 ndeverse@ghc.edu or Melissa Barnes (360) 538-4096 mbarnes@ghc.edu

Collaboration on Opportunity Grant and I-BEST

Description: Collaboration on Opportunity Grant and I-BEST Programs involved Financial Aid and Instructional administrators, resulting in a clear understanding of academic program eligibility for financial aid, understanding student eligibility, and a clear agreed-upon process for incoming students.

Evidence of Success: No data on retention or completion.

Leadership Commitment (cost, staffing, source of funding): One full-time and one part-time staff assigned for limited period of time.

Contact: Kim Wasierski, Highline Community College (206) 87803710 extension 3302 kwasiers@highline.edu

Revised and Expanded Advisor Roles

Description: Financial aid staff reductions resulted in improved processes for financial aid awards and increasing the timeliness of the awards. Reduced staff costs were accomplished by revising and expanding advisor roles and responsibilities.

Evidence of Success: No data on retention or completion.

Leadership Commitment (cost, staffing, source of funding): Five full-time staff

Contact: Kim Wasierski, Highline Community College (206) 878-3710 extension 3302 kwasiers@highline.edu

Calling Program

Description: The college has implemented a strategy to call registered students who have not paid their fees prior to the start of the quarter (approximately 50 students each quarter), to provide high personal touch to students.

Evidence of Success: No retention or completion data collected.

Leadership Commitment (cost, staffing, source of funding): Enrollment services staff and some administrators.

Contact: Kim Manderbach, South Seattle Community College (206) 526-8372 rmanderbach@msn.com

Student Services - Campus Climate, Accessibility/Transportation, Housing, Counseling, Child-Care

WorkFirst Weekly Appointments

Description: Students entering certificate programs are matched with program coordinators at intake, to schedule one-on-one weekly appointments, to build the student's trust and acceptance and to provide a support person when students encounter barriers to their success. Program coordinators maintain contact (phone or in-person) for

multiple quarters, to provide encouragement and to advocate for and connect student with both off- and on-campus services. Approximately 45 students are served each quarter.

Evidence of Success: No retention data is currently being collected.

Leadership Commitment (cost, staffing, source of funding): Two full-time partially assigned to this program and one part-time staff members in the WorkFirst Resource Center.

Contact: Lesona Hartman, Centralia College (360) 736-9391 extension 603
lhartman@centralia.edu or Margaret Friedley extension 694 mfriedley@centralia.edu

Dissemination of Current Job Information

Description: The Worker Retraining Intake Center provides students and faculty with on-going, current labor market information about available jobs related to specific fields of interest to faculty and students. Information is shared via email and postings as well as through faculty and job developer presenting directly to students. Approximately 80-150 students receive this information annually.

Evidence: The Center does not track retention or completion data, and it does not have information on how many students access employment.

Leadership Commitment (cost, staffing, source of funding): Three Worker Retraining staff and faculty.

Contact: Bev Gestrine, Centralia College (360) 736-9391 extension 351
bgestrine@centralia.edu

Options for Parenting Education Course Completion

Description: Students who enroll their children in the Lab School on campus are required to take a Parenting Education course each quarter their child is enrolled (1-4 credits). To facilitate completion of this requirement, the college has developed a range of options including attending classroom lectures, participating in relevant community events, self-study, and developing an approved individual program for themselves. Approximately 1300 students completed parenting courses in 2006-07.

Evidence: No evidence is currently available on how this strategy impacts retention or completion of degrees and programs.

Leadership Commitment (cost, staffing, source of funding): No additional staff are needed.

Contact: Jeanette Spiegelberg, Centralia College (360) 736-9391 extension 697
jspiegelberg@centralia.edu

Staff Sign Language Interpreters

Description: Full-time and Part-time College Staff Sign Language Interpreters provide an alternative to part-time hourly, contracted, or free lance interpreters. Interpreters serve on Disability Support Services teams and are cross-trained to provide a range of support services to all students with disabilities.

Evidence of Success: Self-reports from students, staff and faculty.

Leadership Commitment (cost, staffing, source of funding): One full-time lead interpreter and four part-time staff interpreters.

Contact: Tami Jacobs, Clark College (360) 992-2580 tjacobs@clark.edu

College Palooza

Description: College Palooza provides students, faculty and staff with one day during the quarter to conduct one-stop advising and registration. Faculty and staff are available in one location on campus, providing students with the opportunity to speak directly with faculty and with staff regarding their enrollment. This program started in Fall 2006, with 1,300 students attending.

Evidence of Success: No retention/completion evidence collected.

Leadership Commitment (cost, staffing, source of funding): No data on cost.

Contact: Christine Kerlin, Everett Community College (425) 388-9100
ckerlin@everettcc.edu

Transition Services

Description: Transition Services provide ABE/ESL, displaced workers, and other non-traditional students with one point of contact for completing GEDs, referrals to college classes and programs, and for assistance with college applications, placement tests, FAFSA and advising.

Evidence of Success: Comparison data does not exist; Fall 2006 five out of eleven GED graduates registered for college classes the following quarter.

Leadership Commitment (cost, staffing, source of funding): One full-time administrator currently funded through Title III grant.

Contact: John Valencia, Grays Harbor College (360) 538-4163 jvalenci@ghc.edu or Diane Smith (360) 538-4181 dsmith@ghc.edu

New Student Leadership Model

Description: The New Student Leadership Model has been designed to increase student engagement. This grassroots model was designed to maximize student leader involvement with minimal professional staff oversight, featuring progressive and intentionally designed leadership development curriculum introducing students to leadership opportunities. Activities include 1) in-service day, 2) First Friday Leadership Seminars, 3) Winter Leadership Retreat, 4) individual student leadership consultations with professional staff, and 5) various short-term project management roles.

Evidence of Success: Annual student involvement has increased from 13 to 50. No retention/completion data available.

Leadership Commitment (cost, staffing, source of funding): Student Programs staff using general funds; student wages and leadership programming supported with S & A Fees.

Contact: Jonathan Brown, Highline Community College (206) 878-3710 extension 3257
jbrown@highline.edu

WorkFirst Attendance Verification Process

Description: The new WorkFirst Attendance Verification process was designed to satisfy attendance federal-required verification of participation for WorkFirst students and to support student academic success. The design for verification utilizes tracking software at the Tutoring Center where students log in for classroom and supervised study.

Evidence of Success: No retention or completion data available.

Leadership Commitment (cost, staffing, source of funding): One full time staff member. Advisors provide follow-up services.

Contact: D. Marie Bruin, Highline Community College (206) 878-3710 extension 3004
mbruin@highline.edu

Annual Student Services Survey

Description: The annual student services survey provides the college with information on student satisfaction with college services, college-related activities, distance education, web services, technology, advising, security, and other aspects of the campus experience. Survey results assist the college in making changes to improve programs and services.

Evidence of Success: Student satisfaction increased; no data on retention or completion available.

Leadership Commitment (cost, staffing, source of funding): Twenty or more staff members work on this part time.

Contact: Wendy Hall, Lower Columbia College (360) 442-2491
whall@lowercolumbia.edu

Career Center to Support Career Decision-Making

Description: The Career Center's creation and implementation is designed to assist students in career decision-making and in identifying career goals.

Evidence of Success: No retention/completion data available.

Leadership Commitment (cost, staffing, source of funding): Total cost to the college is approximately \$200,000.

Contact: John Krause, Lower Columbia College (360) 442-2331
jdkrause@lowercolumbia.edu

Multicultural Center

Description: The Multicultural Center provides students with opportunities to become engaged on campus (e.g., volunteering), provides a forum for safe dialogue, and serves as a resource for referral to college and community resources. The center serves more than 250 students annually.

Evidence of Success: Preliminary retention numbers are estimated at 90%; a comprehensive data base for tracking students is being developed.

Leadership Commitment (cost, staffing, source of funding): Full-time director and part-time assistant.

Contact: Rachel Wellman, Olympic College (360) 475-7680 rwellmen@oc.ctc.edu

One-Stop Student Services Model

Description: One-Stop Student Services Model brings four programs under one roof, with an increased focus on customer service and increased collaboration (staff training and spatial reorganization) among enrollment services, student development services, and financial aid.

Evidence of Success: Customer satisfaction surveys conducted; no retention or completion data.

Leadership Commitment (cost, staffing, source of funding): Twenty-five staff members are involved.

Contact: Jack Huls, Peninsula College (360) 417-6225 jackh@pcadmin.ctc.edu

Educational Support Services Team

Description: The Educational Support Services Team is made up of five people who meet weekly to determine how to coordinate existing resources, personnel, and training for students who have a documented disability, a suspected learning disability, or an undiagnosed disability. The Team has contributed to better use of college resources and seamless delivery of support services to students. Approximately 300 students per year receive direct services.

Evidence of Success: Implementation has resulted in cost savings in personnel and improved timeliness of services. Graduation and retention rates are reported to be higher than prior to the formation of this team.

Leadership Commitment (cost, staffing, source of funding): Five core staff members are involved in a weekly 2-hour meeting.

Contact: Karma Forbes, Renton Technical College (425) 235-2352 extension 5705 kforbes@rtc.edu

Peer Calling Campaign

Description: The Peer Calling Campaign connects new students with “peers” (second-year students), four times each quarter. Peers ask students how they are doing and what, if any, support they need. One goal is to make contact with 80% of first-time freshmen during their first quarter of the colleges. Peer callers are paid through work study under supervision of an admissions registration staff member.

Evidence of Success: No retention or completion data available.

Leadership Commitment (cost, staffing, source of funding): Faculty advisor trains the callers and the director of admissions provides space and support.

Contact: Linda Woiwod, Skagit Valley College (360) 416-7738

Peer Telephone and Email Retention Project

Description: The Peer Telephone and Email Retention Project is a program in which student employees call and welcomes new students to the college and responds to request or questions. The vice president for student services broadcasts emails, welcoming new students to the campus and inviting questions. Over 1000 calls were made in Fall 2006.

Evidence of Success: Establishing baseline data.

Leadership Commitment (cost, staffing, source of funding): \$1,000 in student callers.

Contact: Mark Mitsui, South Seattle Community College (206) 768-6763 mmitsui@sccd.ctc.edu

Cultural Center Commissioners

Description: Cultural Center Commissioners provide responsibility for advocacy and programming for specific student populations. Commissioners hold monthly peer support meetings for their individual communities and one large event quarterly.

Evidence of Success: None noted

Leadership Commitment (cost, staffing, source of funding): Three administrative positions part-time and commissioners (5).

Contact: Cessa Heard-Johnson, South Seattle Community College (206) 768-6749
chjohnson@sccd.ctc.edu

New Student of Color Convocation

Description: The New Student of Color Convocation involved 217 students in Fall 2006 and was designed as a forum for faculty students, staff, and college resources to meet and greet and share in a multicultural buffet.

Evidence of Success: No retention/completion data available.

Leadership Commitment (cost, staffing, source of funding): \$1,400 and administrative staff.

Contact: Cessa Heard-Johnson, South Seattle Community College (206) 768-6749
chjohnson@sccd.ctc.edu

Serving Opportunity Grant Students

Description: Providing direct contact, services, and resources for students receiving the Opportunity Grant

Evidence of Success: No completion or retention data available.

Leadership Commitment (cost, staffing, source of funding): Various staff – no specific costs

Contact: Kelly Bashaw, Whatcom Community College (360) 676-2170 extension 3410
kbashaw@whatcom.ctc.edu

Academic Services - Academic Advising, Supplementary Instruction, Tutoring/Mentoring, Research Opportunities, Pre-College Programs, Bridging Programs

Self-Efficacy Course

Description: Course on Self-Efficacy - This Pacific Institute program is focused on raising the self-esteem of the individual, as well as enhancing their self-efficacy – the individual's opinion of their ability to make things happen. All students enrolling in career training programs of 45 credits or more take HREL 090, a course that focuses on self-efficacy. Bates Technical College enrolls about 1200 new career training students each year. All Bates Technical College staff also participated in week long self-efficacy workshops.

Evidence of Success: No evidence yet but has potential. Other research studies suggest a 10-15% percent increase in retention.

Leadership Commitment (cost, staffing, source of funding): Academic faculty teaches this required course as part of faculty load.

Contact: Sunny Burns, Bates Technical College (253) 680-7205 sburns@bates.ctc.edu

Freshman Experience Courses

Description: Freshman Experience Courses' counselors and advisors recommend the College Survival Skills and Focus on Success courses to at risk students, especially those students who are placed on academic probation.

Evidence of Success: College has not yet collected data on retention and/or completion rates of these students so that data can be compared.

Leadership Commitment (cost, staffing, source of funding): Four staff members (.5 FTEF total) provide 10 sections each year involving about 200 students. The cost is approximately \$11,784.

Contact: Gail Erickson, Big Bend Community College (509) 793-2360
gaile@bigbend.edu

Faculty-As-Advisor Model

Description: As part of faculty load, campus-wide faculty members are matched to students after intake, either by assignment or through student selection, to serve as the students' advisor. New faculty members receive training and all faculty attend annual mandatory advisor training. Additionally the college provides faculty with on-going training opportunities. Each faculty member on campus advises between 15 and 30 students annually. The college advised 2,200 students in Fall 2007.

Evidence of Success: Compared with other state colleges, Centralia's student satisfaction survey results indicate student rank advising as important and report the advising at Centralia as "effective". No data on retention or completion is currently available.

Leadership Commitment (cost, staffing, source of funding): All full-time and pro-rata faculty serve as advisors as part of their load.

Contact: Paul Mitchell, Centralia College (360) 736-9391 extension 315 or 265
pmitchell@centralia.edu

Worker Retraining Student Mentor Program

Description: Students entering a Civil Engineering program were mentored as they participated in a summer paid internship with a local civil engineering firm. The college assisted in setting up the internship, helping student apply, and then coaching them on how to get the most out of the experience and how to develop prospects for future employment. Students completing the internship successfully entered the civil engineering program and have been retained for the second year of the program.

Evidence of Success: One hundred percent of the students were mentored continued into the second year of the civil engineering program.

Leadership Commitment (cost, staffing, source of funding): Job developer, worker retraining coordinator, and worker retraining director are involved in the mentoring program.

Contact: Bev Gestrine, Centralia College (360) 736-9391 extension 351
bgestrine@centralia.edu

Cooperative Education Internship Program

Description: The Cooperative Education Internship Program provides internships related to the student's major or career goal and reflecting increasing levels of responsibility throughout the quarter(s).

Evidence of Success: Employer evaluations suggest evidence of success. No retention or completion data provided.

Leadership Commitment (cost, staffing, source of funding): One program director and one job developer.

Contact: Maxine Mitchell, Clark College (360) 992-2239 mmitchell@clark.edu

Math and Science Center

Description: The Math and Science department has created a Center located in the department to support student success in math and science classes, particularly non-traditional students. Resources include Supplemental Instruction, tutoring, academic guidance, scholarships, and support for students new to college. Approximately 500 students are served annually.

Evidence of Success: Quarterly student pre- and post- surveys are administered, to allow for determining impact of services on student performance. No retention/completion data available.

Leadership Commitment (cost, staffing, source of funding): Two full-time employees and eight part-time employees.

Contact: Marisela L. Mendoz, Columbia Basin College (509) 547-0511 extension 2638 mmendoza@columbiabasin.edu

Supplemental Instruction

Description: Supplemental Instruction supports students in becoming independent learners through collaborative teaching and learning strategies. Five hundred students have been served by the Supplemental Instruction program.

Evidence of Success: Data indicates students who attend 11 or more supplemental instruction sessions get higher grades than those who don't attend. Retention and completion rates are not currently available.

Leadership Commitment (cost, staffing, source of funding): Two full-time employees and eight part-time employees.

Contact: Marisela L. Mendoza, Columbia Basin College (509) 547-0511 extension 2638 mmendoza@columbia basin.edu

Undergraduate Research Courses

Description: Undergraduate Research courses in Chemistry and Social Sciences provide research opportunities for students (in Chemistry for the past 10 year and just recently in Social Sciences, with plans to expand into other science disciplines). Approximately 30 students are served each year.

Evidence of Success: Student evaluations suggest students feel they benefit from the program. No tracking of retention or completion of degrees/certificates.

Leadership Commitment (cost, staffing, source of funding): One-third instructional load for two Chemistry instructors, one Sociology instructor, and support from two science stockroom attendants.

Contact: Karen Grant, Columbia Basin College (509) 547-0511
kgrant@columbiabasin.edu and Reid Helford rhelford@columbiabasin.edu (Chemistry
and Social Sciences respectively)

Business in a Classroom

Description: A Business in a Classroom launched an LLC called Creative Marketing Consultants, a student run business and a marketing course to prepare students for hands-on knowledge of operating a real business. Sixty students are involved with this program each year.

Evidence of Success: No tracking of student retention or degree/certificate completion rates.

Leadership Commitment (cost, staffing, source of funding): One instructor 1/3 teaching load

Contact: Gene Holand, Columbia Basin College (509) 547-0511 extension 2355
gholand@columbiabasin.edu

On-Demand Testing

Description: On-Demand Testing provides students and the community with comprehensive on-demand services using a one-stop model.

Evidence of Success: The number of assessments administered has increased (6,247 assessments in 2000-01 compared to 9,490 assessments in 2005-06). No tracking of retention or degree/certificate completion rates.

Leadership Commitment (cost, staffing, source of funding): Three full-time and one part-time staff cost approximately \$100,000 annually.

Contact: Carol Fish, Edmonds Community College (425) 640-1735 cfish@edcc.edu

Equity and Diversity Center's Peer Mentor Program

Description: The Equity and Diversity Center's Peer Mentor Program assists with retention of students of color entering their first year of college. Four Peer Mentors contact over 500 first year students at least three times each quarter through calls, emails, postcards to offer support and assistance.

Evidence of Success: Students self-reported this program was helpful.

Leadership Commitment (cost, staffing, source of funding): One full-time administrator and four part-time student staff.

Contact: Shirley P. Sutton, Edmonds Community College (425) 640-1246
ssutton@edcc.edu

Transitions Course and Career Survey Course

Description: The Transitions Course and Career Survey Course are offered specifically to students who have difficulty making a successful transition to college. Targeted student populations include ABE/ESL, displaced workers, and under-prepared students and/or those who have been out of school for several years. The Career Survey course includes assessment, career exploration, college program and service information, diversity awareness, and hands-on opportunities in one program. The Transitions Course provides content on college success, coping with change, diversity awareness college

information, adult learning issues, and generational poverty, as well as a developmental math lab.

Evidence of Success: This is a new program; no conclusive data is available.

Leadership Commitment (cost, staffing, source of funding): Full-time instructor teaches courses as part of teaching load.

Contact: Jhon Valencia, Grays Harbor College (360) 538-4163 jvalenci@ghc.edu or Diane Smith (360) 538-4181 dsmith@ghc.edu

College 100: College Success Seminar

Description: College 100 - College Success Seminar – was piloted Winter 2006 as a two-credit seminar targeting Running Start students. The seminar was intended to assist students in acquiring skills such as career planning, time management, educational planning, and transition. Forty students were served.

Evidence of Success: Pre- and post-tests were administered to assess student learning, however, student retention data has not been collected.

Leadership Commitment (cost, staffing, source of funding): Two full-time staff members teach College 100.

Contact: Susan Landgraf, Highline Community College (206) 878-3710 extension 3427 slandgra@highline.edu

Probation Policy

Description: Probation Policy – Students who do not meet the academic standards each quarter are alerted early so that they can receive assistance to improve their grades and accomplish educational goals. Faculty advisors assigned to students monitor student progress in all categories of students.

Evidence of Success: None

Leadership Commitment (cost, staffing, source of funding): Undetermined

Contact: Siew Lai Lilley, Highline Community College (206) 878-3710 extension 3936 slilley@highline.edu

Transfer Workshop and College Fair

Description: Workshop and College Fairs for transfer students provide access to 25-35 baccalaureate institutions and provide information on admissions, majors, financial aid and scholarships, and timelines. These events also give students a contact at the institution they are considering.

Evidence of Success: Student evaluation responses were positive; no retention data is collected

Leadership Commitment (cost, staffing, source of funding): Director of Transfer Center and faculty and advisors

Contact: Siew Lai Lilley, Highline Community College (206) 878-3710 extension 3936 slilley@highline.edu

College 100: Multicultural College Success Seminar

Description: College 100 – Multicultural College Success Seminar is a Fall Quarter two-credit college course geared toward students of color and first generation college

students. Curriculum emphasizes study skills, campus culture and resources, and issues of diversity and multiculturalism.

Evidence of Success: No retention data; no completion data.

Leadership Commitment (cost, staffing, source of funding): Two full-time staff

Contact: Yoshiko Harden-Aben, Highline Community College (206) 878-3710 extension 3296 yharden@highline.edu

College 199 and Career 295

Description: College 199 and Career 295 are classes designed for working parents receiving work-based tuition assistance. College 199 provides an opportunity for students to develop tools to prepare them for academic and personal success. Through an exciting, interactive curriculum, students gain a better awareness of self, develop a plan for future success, and set academic and career goals. Career 295 focuses on establishing and promoting student foundational skills to succeed in education and careers. Content includes self-assessment, interest discovery, and employability options.

Evidence of Success: No retention or completion data available.

Leadership Commitment (cost, staffing, source of funding): Each course requires one part-time faculty member.

Contact: D. Marie Bruin, Highline Community College (206) 8703710 extension 3004 mbruin@highline.edu

Population Specific Advising and Retention Strategies

Description: Population specific academic advising and retention strategies are based on the needs of WorkFirst and Women's Program students. Services include assisting students balance education, parenting and WorkFirst requirements. Advisors assist with scheduling, referrals to community organizations, and in assisting to remove barriers that students face. Seventy-five students are served annually.

Evidence of Success: No retention or completion data provided.

Leadership Commitment (cost, staffing, source of funding): Two full-time and two part-time advisors

Contact: D. Marie Bruin, Highline Community College (206) 878-3710 extension 3004 mbruin@highline.edu

GED/ESL for Works and Community Jobs Students

Description: This community service organization collaboration has created a way for WorkFirst students to participate in GED and ESL classes. Students can enroll in Community Jobs or Work Experience (Works program) on campus for core hour requirements, and then can access GED/ESL in additional allowable hours. Services include providing continuous advising and enrollment for progressing students into the Works program.

Evidence of Success: No retention or completion data provided.

Leadership Commitment (cost, staffing, source of funding): Two full-time and part-time advisors and local service providers.

Contact: D. Marie Bruin, Highline Community College (206) 878-3710 extension 3004 mbruin@highline.edu

New Student Orientations Targeted for Specific Populations

Description: New student orientations are designed specifically for specific populations including college level students, high school drop out recovery students, and basic skills students. Each program is unique, e.g., for college level, the orientation is a 10-hour one credit course that includes testing, advising, financial aid application, book purchase, and registration. For Basic Skills students, the orientation is 12-hours of class time with assessment, vocational advising, financial aid counseling, disabilities screening, goal setting, and an opportunity to meet faculty. The high school drop-out recovery program, Career Education Options, provides entry assessment and information on college procedures and registration processes.

Evidence of Success: Surveys and student evaluations suggest these orientations are useful to students. Basic Skills student registrations have increased since implementing the program. Student's completion of first quarter of college is 72% receiving C grade or above, compared to students who do not attend orientation (58% get C grade or above).

Leadership Commitment (cost, staffing, source of funding): Each orientation costs approximately \$12,000 annually and anywhere from one to three staff members are involved in each of the orientation.

Contact: Therese Montoya, Lower Columbia College (360)442-2351
tmontoya@lowercolumbia.edu

Tutorial Learning Assistance

Description: Tutorial Learning Assistance is provided to over four hundred students each quarter in the tutoring center. Tutoring on all academic disciplines, including writing assistance, is available during the week and five hours on Saturday. Tutors are students with B grade or better in their subject matter and are endorsed by faculty members or have already earned their baccalaureate or masters degrees.

Evidence of Success: No data is available on retention or completion.

Leadership Commitment (cost, staffing, source of funding): \$80,000 annually, funded through the student body, Carl Perkins, State Work Study, and Student Support Services.

Contact: George Dennis, Lower Columbia College (360) 442-2573 gdennis@lcc.ctc.edu

Integrated Counseling and Advising for I-BEST

Description: Integrated counseling and advising for I-BEST students provides crisis management resources for students who have barriers to learning such as homelessness, hunger, healthcare, and domestic violence issues. Integrated counseling and direct intervention takes place within the classroom or in close proximity to students. Counseling services are coordinated with faculty and designed to support faculty and curriculum.

Evidence of Success: Intervention has improved student attendance and resulted in higher program completion rates when compared to pre-intervention. Specific data is unavailable.

Leadership Commitment (cost, staffing, source of funding): One part-time counselor.

Contact: Linda Olson, Olympic College (360) 475-7763 lolson@olympic.edu; Tina Prentiss (360) 475-7538 trentiss@olympic.edu

Athletic Advising Model

Description: The Athletic Advising Model is based on TRiO, providing intervention in these ways: dedicated advisor for each team; mandatory advising; academic progress checks; mandatory freshman seminar; required 2-year planning focused on degree completion.

Evidence of Success: In process of assessing this intervention

Leadership Commitment (cost, staffing, source of funding): Four coaches, three educational planners, athletic director, and dean of student development (all part-time)

Contact: Maria J. Peña, Peninsula College (360) 417-6347 mariaj@padmin.ctc.edu

Intensive Retention Calling Program

Description: Intensive retention calling for at-risk students, based on referrals by faculty, results in forms, phones, or emails being sent to students based on the students' lack of attendance, low grades, or other behavior patterns jeopardizing completion.

Evidence of Success: No data; intervention is currently being assessed.

Leadership Commitment (cost, staffing, source of funding): Varies from seven to ten staff members part-time.

Contact: Maria J. Peña, Peninsula College (360) 417-6347 mariap@padmin.ctc.edu

Student Success Center

Description: The Student Success Center was created as a place for students to find assistance with learning needs including math, writing, and peer tutoring. Through a Title III grant, assistive technology software and equipment such as scanners, magnifiers, and adjustable table tops enhanced the center particularly for students with disabilities.

Evidence of Success: No retention or completion data; student participation numbers increased from 200 monthly visits to 1,200 monthly visits.

Leadership Commitment (cost, staffing, source of funding): Three full-time, two part-time staff, resources and equipment cost approximately \$250,000 annually.

Contact: Susie A. Navone, Renton Technical College (425) 235-2352 extension 5514 snavone@rtc.edu

Quarterly Student Reception

Description: The Quarterly Reception for Students on the Dean and President's List involves about 300 students each quarter. The college president and deans attend; parents and relatives are invited. Photographs are taken of each student with the president. Students receive honor student certificates to acknowledge their accomplishments.

Evidence of Success: No retention or completion data provided.

Leadership Commitment (cost, staffing, source of funding): Three staff members assist in planning, and four students present and assist at the event.

Contact: Monica Lundberg, South Seattle Community College (206) 768-6750 mlundber@sccd.ctc.edu

Finish Line Project

Description: The Finish Line Project targets "near completers" (within 20 credits of graduating), conducting reviews of denial lists from previous quarters, reviewing

subsequent academic activity, and contacting students to encourage them to cross the “finish line”.

Evidence of Success: Potential increase in graduation rates (no data currently available).

Leadership Commitment (cost, staffing, source of funding): \$4,000 for this year-long

Contact: Mark Mitsui, South Seattle Community College (206) 768-6763

mmitsui@sccd.ctc.edu

Communications Learning Center

Description: The Communications Learning Center is one strategy that promotes student success. Students with below college level reading and writing ability can enroll in these English reading and writing classes that provide flexibility in curriculum and time to develop the necessary college level skills. The CLC provides a low student to teacher ratio to provide individualized instruction targeting high risk students. The faculty members are trained to work with developmental students as well as teach college level courses; therefore they know the full scope and sequence of the reading and writing processes. The enrollment in the CLC is approximately 200 students per quarter.

Evidence of Success: The effectiveness of the CLC is assessed through a variety of methods. One assessment measures skill in both reading and writing through a pre and post assessment. At the beginning of each unit presented, students complete a pre assessment of the skills covered in the unit and then are given a post assessment to measure improvement. Students are also asked to report their perception of the skills they have gained in reading and writing. An annual research study measures how well students do in college level writing courses and finds that students who complete the developmental writing courses do just as well in English 101 as those who are assessed at college level. (Developmental writing courses are also offered outside the CLC.) One of the programs in the CLC is a program titled Read-Right. Participation in the Read Right program has improved students reading by one grade level in less than 10 hours of tutoring. Specific data on degree/certificate completion and retention is not currently available.

Leadership Commitment (cost, staffing, source of funding): The number of college employees who are involved in the CLC is seventeen. The annual cost of the CLC is \$267,718 – this includes the instructors, staff, and goods and services.

Contact: Joan Nealey or Tom Versteeg, Spokane Falls Community College (509) 533-3601 joann@spokanefalls.edu

Achieving the Dream

Description: The Achieving the Dream national initiative focuses on promoting student success through programs and services designed to meet the needs of diverse student populations. The focus is on developmental education, engaging students in the classroom using new instructional techniques, and using student success courses to teach skills such as time management and effective study skills.

Evidence of Success: Longitudinal cohort tracking provides data focused on demographics, student persistence, course success, and degree/certificate completion. (No retention or completion rates reported in survey.)

Leadership Commitment (cost, staffing, source of funding): Achieving the Dream funding and partner funding.

Contact: Greg Peterson, Tacoma Community College (253-460-4464
gpeterson@tacomacc.edu

Tutoring Services

Description: Tutoring services offered as 1) walk-in lab settings (math, writing and science labs) and 2) one-on-one tutoring in most courses offered by the college. Approximately 380 students are served quarterly in the labs, and about 50 students per quarter receive one-on-one tutoring.

Evidence of Success: Although numbers of students using tutoring and their success rates are tracked, the college reports no statistical difference between pass rates of students who use the services and non-users.

Leadership Commitment (cost, staffing, source of funding): Two full-time and two part-time staff members and about 25 tutors. Total cost of tutoring services is about \$200,000 per year.

Contact: Heather Van Dyke, Walla Walla Community College (509) 529-5511
heather.vandyke@wwcc.edu

Data Tracking of Specific Student Populations

Description: Data tracking of specific student populations served through a piloted program provides information on effectiveness of “intrusive intervention”. Approximately 1,500 students (Perkins, WorkFirst, and Worker Retraining) are monitored quarterly by the Workforce Effectiveness Center. The goal of the intervention is to identify the barriers to success and address methods to reduce or remove the barrier(s).

Evidence of Success: Currently data is being gathered to assess the effectiveness of this pilot program. No baseline data was established prior to implementing this program; WorkFirst and Worker Retraining retention and completion data will be used to document success.

Leadership Commitment (cost, staffing, source of funding): Four part-time staff (.15 FTE each) support the Workforce Effectiveness Center.

Contact: Mindy Stevens, Walla Walla Community College (509) 527-3678
mindy.stevens@wwcc.edu

Degree and Certificate Program Degree Plan

Description: The Degree and Certificate Program Degree Plan is required for students that have attempted 75 credits or more, to assist them in graduating in a timely manner, to make a smoother transition to a four-year institution, and to make them aware of the requirements of their major. Approximately 600 students complete the plans each year.

Evidence of Success: Western Washington University statistics indicate Whatcom’s graduating student are admitted to Western Washington University more easily and are more prepared for majors than any other state community college.

Leadership Commitment (cost, staffing, source of funding): Two part-time Educational Planners

Contact: Kathy Barnes, Whatcom Community College (360) 676-2170 extension 3479
kbarnes@whatcome.ctc.edu

Early Alert Student Referrals

Description: Early Alert Student Referrals are made by faculty in the third week of the quarter, to identify students who are demonstrating academic difficulty. Follow-up retention activities include student-faculty interaction, ongoing collaboration between faculty educational services and counseling and referral for life circumstances outside the classroom.

Evidence of Success: Only 10% of the 130 student referred quarterly are placed on academic probation, suggesting a higher success rate for face-to-face faculty-student contact versus the rate for students who received mailed information.

Leadership Commitment (cost, staffing, source of funding): Twenty-four voluntary faculty, a coordinator, and an intern.

Contact: Nancy Mullane, Whatcom Community College (360) 676-2170 extension 3414 nmullane@whatcome.ctc.edu

Achieving the Dream

Description: Achieving the Dream (AtD) Initiative is in its first year at the college, targeting first-time, degree-seeking students, especially students of color and low-income students. Seven hundred fifty students will be served by the initiative; however, the college will undergo a transformation, to become a culture of evidence, using data to drive decision-making processes.

Evidence of Success: Since this is the initial year of AtD, strategies have not yet been implemented.

Leadership Commitment (cost, staffing, source of funding): Twenty-five full-time college employees

Contact: Sheila Newkirk, Yakima Valley Community College (509) 574-3126 snewkirk@yvcc.edu and Wilma Dulin (509) 574-6832 wdulin@yvcc.edu

Curriculum & Instruction - Curricula Review and Revision, Instructional Strategies, Assessment Strategies, Faculty Development/Resources

Students Report on What Works in Math and Science

Description: In the Math and Science department, the college makes a commitment to find out directly from students what works for them. Programs use such tools as interviews, surveys, focus groups; other programs use academic transfers and retention/completion data.

Evidence of Success: Data collected from students is used to create recruitment and retention efforts that have been successful, particularly for underrepresented minority groups.

Leadership Commitment: Two full-time employees and eight part-time employees.

Contact: Marisela L. Mendoza, Columbia Basin College (509) 547-0511 extension 2638 mmendoza@columbiabasin.org

Leadership & Commitment - Committed Leadership, Committed Faculty/Staff, Clear Expectations and Direction, Support to Work toward Goals

Data Tracking for Student Success

Description: During the past several years the college has collected data from surveys administered to current students, former transfer students, employer, and to former technical professional students. In addition, faculty and staff have interviewed transfer students at CWU, EWU and WSU to learn how we can help improve student success. The college has developed and administered tools and strategies to learn more about student needs and student success.

Evidence of Success: College has established a baseline at this point and will implement data collection strategies in 2007-08 and 2008-09.

Leadership Commitment (cost, staffing, source of funding): One full-time institutional researcher and several faculty and staff volunteers.

Contact: Valerie Kirkwood, Big Bend Community College (509) 793-2371
valeriek@bigbend.edu

Unity Through Diversity Week

Description: Unity Through Diversity Week is an annual celebration of diversity and multiculturalism, providing dynamic, thought-provoking program highlighting social justice and human right on local, national and global levels. Activities are designed for faculty, staff, and students.

Evidence of Success: No retention data. An estimated 75% of the students report they participate in activities, often as part of their classes.

Leadership Commitment (cost, staffing, source of funding): Planning committee and a budget of \$6,600.

Contact: Yoshiko Harden-Abe, Highline Community College (206) 878-3710 extension 3041
yharden@highline.edu

Student Success and Retention Task Force

Description: The Student Success and Retention Task Force, instituted by the president, places student success at the forefront of campus priorities and mutually supports excellence and diversity. The task force operationalized the campus student success plan "Start Here, Go Anywhere". Key concept employed as pilot retention projects included alignment of retention efforts, collaboration between student services and instruction, targeted initiatives for students of color, ongoing innovation, and the use of data to evaluate efforts.

Evidence of Success: Quarterly retention data baselines being established.

Leadership Commitment (cost, staffing, source of funding): Task force members, ad hoc members, and employees involved in pilot projects. \$50,000 annually.

Contact: Mark Mitsui, South Seattle Community College (206) 768-6763
mmitsui@sccd.ctc.edu

Campus-wide Dissemination of Information and Data on Student Success

Description: To support SFCC's decision-making at all levels of the college, Institutional Research Office provides information that assists the college in assuring institutional effectiveness and excellence, improved student outcomes, successful initiatives, and accessible and helpful services. This information is posted on the college's intranet and includes: quarterly and annual enrollment data as well as demographic information, assessments and evaluation of institutional effectiveness, student outcomes, initiatives, and programs and survey findings for the college student and staff surveys that were conducted over the past few years are available.

Evidence of Success: Improvements in student progression quarter to quarter and former students' GPS at baccalaureate institutions as compared with other baccalaureate students have been documented.

Leadership Commitment (cost, staffing, source of funding): Currently 1.5 FTEF, the district IR, and \$5,000 in Institutional Teaching and Learning Improvement Coordinating committee funding.

Contact: Shanda Diehl, Spokane Falls Community College (509) 533-4172
shandad@spokanefalls.edu