

Student Transition Summit

June 15, 2010

Closing Comments & Feedback

Information Literacy: How do we make information literacy an important part of Basic Skills before students take English 101?

Who's not here today that needs to be brought into the conversation?

Have ESL faculty & Dev. Ed. faculty conversations about how to move students forward. Plan Dev Ed to College level. What are we doing in curriculum to match exit skills from one course to the entry skills for the next?
Aligning courses

Communication with all departments (Student Services, Financial Aid, Advising, etc.) so transition process gets figured out all together and pieces don't get missed.

Look at the cut scores. SBCTC to help foster the cut score conversation. Need for consistency as they move across colleges. (There will be an emphasis on Dev. Ed next year. Cut scores may not be the right question. Instead, we need to be asking, "How should we assess and place students to give them the best chance of being successful?")

Can't use one test – need to use diagnostics to assess – it's a process.

Colleges expect students to assimilate into **our** institutional way of doing things. How can we transform our institutions to fit their needs? (applause from audience)

Basic Skills and Dev Ed need to evolve into one being.

Lower Columbia – Vision for getting academic I-BEST implemented at LCC.

Teaching Dev Ed in seminar models as it relates to pathways – teaching content but with a focus on what interests and inspires students.

What are you going to do when you get back?

Revise Dev Ed, Basic Ed, & pre-college to streamline process.

Form a transitions group with a list of "To Dos".

Work on coordination between the district's colleges. Need to work on transition from CBOs onto college campuses. Plan to meet in September to have further conversations. CBOs will give feedback about where they have to come up with workarounds.

Feedback on the day: Applause for the day. Not enough time for conversations.

Move conversations that have been identified as action items aggressively. Widen the conversation on campus.

Barriers for students – Which ones can the institution eliminate. The ones we can do the most about are the ones the colleges put up themselves. Then work on the barriers on the students' end.

Figure out ways to have more success with exiting students. Work together to maximize capacity.

Eliminate duplication by working together on projects to better use resources.

Intrusive advising/guidance works. Add a dedicated "Dev Ed to College" advisor.

Student Transition Summit ~ Best Practices & Next Steps June 15, 2010

Session Title	Convener	Best Practice	Next Step
Academic I-Best: The Next Frontier	Jon Kerr jkerr@lcc.ctc.edu Lower Columbia	1) LCC has had great success with English, expect same next year for Speech and hope for Math (but challenging) 2) Model is not remedial - different delivery model instead 3) Built on existing integrated/coordinated studies programs	Share contextualized instruction models statewide.
Achieving the Dream: Best Practices in Developmental Education	Rolita Ezeonu rezeonu@highline.edu Alice Madsen amadsen@highline.edu Highline	Highline shared the work done to date to support students in moving from and through ABE/ESL instruction transitioning on to developmental education and college level content courses. Achieving the Dream provided the impetus and focus for the work in investigating quantitative and qualitative data, identifying barriers, and building an infrastructure of support using faculty professional development for academic advising targeting ABE/ESL students, creating a Transition Referral and Resource Center, providing improved communication to students through information sessions and events, and building I-BEST and other contextualized instructional delivery to ensure relevance.	The next steps for Highline are examining the success of pilot work in developmental mathematics which will shorten the sequence, and the I-BEST for Developmental Education which will provide multi-level developmental education courses contextualized with general academic courses. This work is possible through Gates funding via the SBCTC.
Asking the Right Data Questions	Fia Eliasson-Creek feliasson-creek@greenriver.edu Green River	Green River: Develop common data questions in regards to transitioning Grays Harbor: Share data by course/faculty at different transition levels.	1) Work with SBCTC research staff to develop common definitions for transition and various data elements to track for transitions. 2) Develop a training session on how to share data with faculty.
Beyond the Buzz Words	Phil Smith psmith@greenriver.edu Green River	Grays Harbor/Cindy Wilson: Assessment portfolios Green River/Anne Dolan: ABE -> Developmental English as prerequisite	1) Assessment Barriers: How to begin to de-construct 2) Build supportive environments: Navigators to assist and psychological Home Bases (Transition Divisions) 3) Helping to spread the word that we are all in "Transitions"!

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Collaboration Between IT and IR to Effectively Address Student Interventions	Valerie Kirkwood valeriek@bigbend.edu Russ Beard russb@bigbend.edu Big Bend	<p>1) Develop centralized and consistent standards for application development and collaboration. (open source)</p> <p>2) Support a culture of collaboration - e.g. President gives a strong directive to collaborate inter-and intra-campus.</p> <p>3) Public recognition for colleges who are developing/sharing applications.</p>	Share info between SBCTC groups (ITC & ?)
Data Extraction and Manipulation Tools	Mark Macias mmacias@ccs.spokane.edu Spokane	<p>Asking relevant research questions. Researchers need to engage in dialog to evaluate whether a given question actually answers what the stakeholder is asking for. Colleges traditionally take an assembly line approach with respect to student retention. The person at the beginning of the assembly line has no idea what the person at the end of the assembly does (& vice versa).</p> <p>Cohort (loose definition) – a group of students with given characteristics.</p> <p>Cohort (tight definition) – a group of students with collaboration standards and common definitions – modeled after Open Source communities.</p>	Share information and best practices (example Team Foundation Server for WARP).
Data for Program Transition	Rolita Ezeonu rezeonu@highline.edu Alice Madsen amadsen@highline.edu Highline	<p>Bates & Bellingham Technical</p> <p>Allow students to bring something familiar with them to testing such as a picture of a loved one, etc. This helps them relax so they can focus and have better outcomes.</p> <p>Another idea is allowing a student to take a pre-test class that helps them know what is on the placement test. This helps assure them they are ready.</p>	Do some smaller data studies at each college and then share the data within the system on barriers and program outcomes.

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Developing a Data Mart to Define and Track Cohorts, Drill Down by Student Characteristics, and Integrate Student Achievement Milestones	Chris Johnson cjohnson@rtc.edu Pat Chakarvarty pchakravarty@rtc.edu David Schieber dschieber@rtc.edu Renton	Defining cohorts in data reporting. Cohort overlap between entry and exit. Federal definitions (IPEDS) of cohort so narrow that it only includes 5 percent of a given college's entering population. Cohort (tight definition) – a group of students of certain characteristics (e.g., demographics, academic or professional technical program) with a common starting quarter. Cohort (loose definition) – a group of students with certain characteristics.	Collaborations among colleges to develop standard data systems. Share methods and methodology. Work on systems together.
Developmental English	Norma Goldstein ngoldste@shoreline.edu Shoreline	Olympic, Clark, Tacoma, Yakima Valley <ul style="list-style-type: none"> • Linking study skills or college study skills classes with developmental English classes. -variances come with placement (i.e. if under 100 level placement = automatically in link). • Interaction/holistic approach for student learning 	Bring developmental education faculty together across the state for College Readiness Retreat ("boot camp"-week long)
Developmental Math	John House jhouse@highline.edu Highline	<ul style="list-style-type: none"> • Spokane IEL combines rich applied math tasks with rigorous math content to help students meet their program requirements. (Christopher Cary ccary@iel.spokane.edu)*Seattle Central is working on designing and implementing a statway math course. The course is showing promise and generating student interest. (Jane Muhich, jmuhic@sccd.ctc.edu) 	This session concluded with the group agreeing to check out, and share with colleagues, a set of resources and ideas that we discussed during the hour. These included: <ul style="list-style-type: none"> • WAMAP.org • CRMT (College Readiness Math Test) • Ways of deepening our understanding of student perceptions of math, math courses, math teaching, etc. through focus groups and other outreach methods • The Student Math Attributes as part of the College Readiness Standards
Exploring Cross-college Structures / Teams that Support Student Transitions	Shema Hanebutte shema.hanebutte@cptc.edu Carmen Croppi carmen.croppi@cptc.edu Clover Park	Edmonds-Karen Johnson & Highline-Alice Madson & Rolita Flores-Ezeony An organized transition team with a dedicated staff to implement activities to support transitions starting at Basic Skills.	<ul style="list-style-type: none"> • Develop training modules for student services/advisors/faculty (Prof Tech II certification? Boot Camp?) in awareness of our students needs/profiles • Start the team • Get more details on teams that exist • Start listserve for transitions teams

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Faculty Development for Dev Ed	Noreen Light nlight@sbctc.edu State Board	Whole series of connected activities over time, opportunities for faculty to learn together, go back to campus and try out new ideas, come back together to review concepts and reflect.	Get specific Dev Ed data to faculty, facilitate cross-campus discussion
Grassroots Data Analysis: Balancing Capacity and Quality	Tonya Benton tbenton@highline.edu Lisa Bernhagen lbernhag@highline.edu James Peyton jpeyton@highline.edu Highline	In our discussions, the most promising practice for facilitating distributed data analysis was the establishment of a "Data Team" (e.g. Achieving the Dream) of interested people and stakeholders at the college. This data users group is able to support each other in the collection, extraction, analysis, and interpretation of data.	One next step will be to share ideas on guidelines for internal and external use of data. These guidelines can differentiate among uses by departments for evaluation and planning, by individuals for scholarly diffusion, and by outside parties for publications, etc.
Growing a Culture of Evidence for Decision-making	Cherisa Yarkin cyarkin@sccd.ctc.edu Seattle Central	1) College-wide cross-functional teams to investigate questions of importance; the teams involvement in both questions and answers 2) Evidence teams	Further explore the use of evidence teams and cross-functional teams, including staff, faculty, & students.
Helping Transitioning Students Navigate the College System	David Chalif dchalif@edcc.edu Edmonds	1) Develop college success course for pre-college students 2) Transition advisor/case-manager 3) Introductory computer courses in Dev Ed	1) Development of Math I-BEST program that has numerous levels of outcomes 2) Emphasis of importance of student services to support transition; dedicated staff - needed by SBCTC
How Intentional Integrative Support & Collaboration Advance Learning and Gains for Learners in Basic Skills Education Across the College	Celinda Smith celinda.smith@bellevuecollege.edu Bellevue College	1) a holistic portfolio of the student experience - not just to track, but to know who touched the student 2) shape the student's process at an institution	1) Information design and flow 2) A site or document that shows all tracking systems

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I-BEST for Out of School Youth	Jason Clizer jclizer@columbiabasin.edu Columbia Basin (CBC)	1) Partnership between CBC and WorkSource/co-location of staff. Workforce Development Council (WDC) person recruited students, advertised programs, and provided wrap-around services. CBC staff provided instruction. WDC staff already worked with youth before taking on this special project and was co-located at CBC. This partnership and collaboration was the most successful aspect of this project. 2) Special Studies class-support time shared between 3 programs (NAC, Phlebotomy, Office Technology), use tutoring and other services to leverage resources, support time, covers topics/competencies relevant to all program students.	1) Continue collaboration with community agencies/WorkSource to reach out of school youth - use I-BEST as a starting point for their college engagement. 2) Recruitment Strategies: Through this program, the WDC manager was able to successfully recruit a population (age 18-21, out of school) that is difficult to find and difficult to serve. A next step is to identify successful practices to replicate in I-BEST and Basic Skills recruitment.
In the Middle: Pre- I-BEST Bridge Programs	Dixie Simmons dsimmons@sbctc.edu State Board	1) Implementing Pre-IBEST as a non-credit preparation 2) "Mastery Lab" for contextualized skill development	1) Articulation of ABE math courses to Developmental Math. Can give more confidence to survive 2) How to limit Dev Ed experience to one quarter
Integrating Student Achievement into the Classroom	Lisa Bernhagen lbernhag@highline.edu Highline	The intervention to increase student retention and success for our most at-risk students is done in the classroom (for all students in the English class just below college level English) based on student retention research. It gives students: a) advising and personal contact with an advisor, b) help with a clear academic and career goal, c) help registering for the next quarter, d) community connection to other students in the classroom with similar goals. Two years of data tell us this intervention increased second to third quarter retention by almost 15% and increased student pass rates in Eng 91 19%.	Find out if students' pass rates in college-level English have increased in the two years of the intervention.
Preparing to Transfer as a Major Ready CTC Graduate	Cathy Shaffer cshaffer@scc.spokane.edu Spokane	Yakima Valley: Mentoring for transfer from former CTC students Spokane: Transfer workshops for major ready - advertised via email	ICRC conversation regarding 4-year school websites including information for transfer-ready not just native students.

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Retention Strategies that Work	Carmen Green cgreen@scc.spokane.edu Spokane	First Year Experience / College Success Course (Columbia Basin/Derek Brandes)	Get the FYI curriculum for others and distribute within the system.
Self-Regulated Learning	Jane Muhich jmuhic@sccd.ctc.edu Seattle Central	The Math Path-self regulated learning	Send results from self regulated learning.
Strategies for Overcoming Barriers to Transition	Joyce Loveday joyce.loveday@cptc.edu Carmen Croppi carmen.croppi@cptc.edu Clover Park	Challenges and Barriers: What happens if they miss a step; deadlines; eligibility for financial aid; institution's sense of "welcoming" to limited-language students; office hours; institutional overload - impact from limited staff for increase student population; lack of dedicated advising; students don't have transition goals; need for strategic advising. Successful: Pre-courses for soft-skills and some Basic Skills (academic) practices.	<ol style="list-style-type: none"> 1) Decreasing number of gate keeping/testing 2) Orientation goal settings (strategic advising) 3) System navigation courses (Basic Skills of college life) 4) Web flow charts and points of contact in your college 5) Training of front-line staff
The Roles of Libraries and Information Literacy in Successful Transitions	Andrew Tudor ahersh-tudor@wvc.edu Wenatchee Valley	Require that more of the ABE/ESL tasks use some sort of computer skill. Computer literacy isn't information literacy, but libraries do depend on computers!	Invite the library to be a part of your thinking. Information Literacy in "thinking about thinking" sort of process, so it requires a level of self-assessment and self-awareness that supports students as they plan and think about their educational pathway.
Transition Pathways - from ABE to Dev Ed	Carli Schiffner cschiffner@yvcc.edu Kerrie Abb kabb@yvcc.edu Yakima Valley	<p>Question - How does ABE transition into Dev Ed? At several colleges they are parallel. The difference is the level of support provided.</p> <ul style="list-style-type: none"> • Best Practice - Begin <i>Angel</i> at beginning of ABE-ESL so they'll be ready. • Academic I-BEST integrated with humanities class that teaches to English 101 outcomes. (Jon Kerr - jkerr@lcc.ctc.edu) • Don't enroll students in level 5 & 6 of ABE English - enroll in ENG 75 as a Dev Ed student. • Eliminate compass after Basic Skills and align curriculum. • Developing consistent cut-off scores among colleges within local area (5-star consortium). 	<p>Establish tracking mechanisms through the IR office to identify success</p> <ul style="list-style-type: none"> • Follow up with success of academic I-BEST • Establish consistent cut scores across colleges to provide some range of uniformity • Identify distinction between ABE and Dev Ed

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Transitioning in the Greater Seattle Area	Donna Miller-Parker dmiller@sccd.ctc.edu South Seattle	Goodwill Industries (contact, Lauren O'Brien) provides students with direction and support to transition - formalized manner. Attain excellent results e.g. almost all students enter at least one Dev Ed plus Prof-Tech (with Basic Skills). Students attain skills to navigate for self. "Workarounds" needed, but student learns them. Goal: Colleges are able to accommodate without requiring workarounds.	Seattle transitions conversation.
Transitioning Worker Retraining /WorkFirst /Opportunity Grant Students	Leslie Blackaby lblackaby@yvcc.edu Yakima Valley	1) Co-location of all student services under one roof. One stop idea. (multiple colleges) 2) Skagit Valley has a Retention/Transitions coordinator to help ABE/ESL students. (Perkins funded) 3) Wenatchee Valley partners with outside agencies (Skill Source/WorkSource) to help with FAFSA, etc... AmeriCorps volunteer helps tutor ABE/ESL students- separate from normal tutor center. 4) Highline's brochure listing options for funding, how to apply for FAFSA, eligibility, etc. Lists all programs. 5) Committees-members from multiple departments come together to discuss programs & keep each other abreast of what's going on.	More programs to help transition ABE/ESL students. Guidelines in place across the state. A program to help support childcare & transportation.
Using Data to Engage Faculty in Strategizing How to Improve Student Success	Wilma Dulin wduin@yvcc.edu Yakima Valley	Yakima Valley College/Wilma Dunlin: <ul style="list-style-type: none"> • Initially start with areas that will use data <ul style="list-style-type: none"> -faculty want their students to be successful -show pathway analysis -what do successful students have in common? • Faculty <ul style="list-style-type: none"> -show faculty how they impact student success -show how faculty contribute to the overall goals of the college 	Getting faculty to ask the "questions" then standardize the reports.