

Best Practices Exchange – Summary and Next Steps November 2, 2011

Session Title	Convener	Best Practice	Next Step
Reading Apprenticeship and UDL	Michele Lesmeister, Kye Dawald and Debbie Rundle, Renton Technical College mlesmeister@gmail.com	How Reading Apprenticeship routines and Universal Design for Learning can help college students develop independent academic reading skills that help them reach the tipping point as well as educate faculty in how to champion reading and math instruction within their discipline-specific courses and texts.	Several Workforce Education Council representatives will search for funding to offer training to faculty statewide.
Writing Contextualized Mathematics	Hector Valenzuela Lake Washington Institute of Technology hector.valenzuela@lwtech.edu	Open source modular applied – contextualized math program. This program is showing promise for Developmental Education students as part of a pilot program funded by Gates.	Develop contact list of college from roundtable discussion at this meeting.
Creating Purposeful Advising Models	Terrie Jones Tacoma Community College tjones@tacomacc.edu	Get administration buy-in to support a systematic, intrusive advising model for developmental students. Advising models can create deliberate intervention structures that lead pre-college students to academic achievement and program completion. Comprehensive, purposeful strategies provide measurable benchmarks of attainment and teach students critical skills that guide them through the Tipping Point and beyond.	Exploring ways to recognize Advising/Student Services and Faculty Advising Teams Try College - for deferred students GED advisor in classroom
Using High School Transcripts for Math Placement	Laura-Moore Mueller, Christie Gilliland and Joyce Hammer Green River Community College jhammer@greenriver.edu	Students can be placed successfully into mathematics courses using high school transcripts as one component of a multi-faceted placement system. Developing a system for using transcripts for math placements and ways to plan and implement the process while strengthening K-16 partnerships. Providing an alternate tool to enhance current placement strategies.	Colleges can contact Green River Community College for assistance if they want to implement the Transcript Placement model.
Students Go Farther and Faster with Integrated Dev Ed Instruction	Susan Lawrence and Carmen Croppi Clover Park Technical College susan.lawrence@cptc.edu ; carmen.croppi@cptc.edu	Craig Goodman (cgoodman@oc.ctc.edu) Olympic: ENGL 91/98 Combination course allows students to finish 98 even though registered for 91 - “Leap Frog” concept. Start the transformation with a small “pilot” project using faculty who are true believers. Use tutors to provide more attention at a lower cost for sustainability.	Research and compile all the variations on this theme that are being used in the 2-year college system.

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Five Years of Achieving the Dream: What We've Learned About Student Success and Institutional Change	Heather Gingerich, College Spark Washington heather@collegespark.org	Demonstrated best practices tools available on College Spark website. Each college is different – what works on one campus may not work on another, but we can take good ideas and make them our own by adapting them to our culture. Tension is a necessary element of change.	Need a Washington “Best Practices” database/listserv like the one on the College Spark website (Intervention Explorer) but bigger – like the California Basic Skills database.
Strategies for Success: <ul style="list-style-type: none"> • Integration/Contextualization • Outcomes-based • Acceleration • Cohort-building • Inverted Models 	Roz Spitzer, rspitzer@btc.edu Bellingham Technical College Noreen Light, nlight@sbctc.edu , SBCTC	Discussed implications of the Washington State Transforming Pre-college Education pedagogy work group report. Shared examples of work in the above areas, and ideas for implementing these Strategies for Success across the system. Example: Mary Leach (mleach@lowercolumbia.edu), Lower Columbia: ENGL 88 Transitional English	Centralized way to share best practices and models of these practices. Share your <u>data</u> – what have you tried? Need <u>classroom-level</u> data
Engaging Faculty Members In Using Data on Student Success	Wilma Dulin and Sheila Delquadri Yakima Valley Community College wdulin@yvcc.edu or sdelquadri@yvcc.edu	Cynthia Requa, Clover Park TC: Don't just measure one thing. Use a combination of metrics. Must have the support of the administration to stress why it is important. Embed it in the process of decision making.	None
Curriculum Alignment and Pathways through Pre-college Coursework	Kim Ward Tacoma Community College kward@tacomacc.edu	Yakima Valley: Aligning ABE and Dev Ed schedules so students don't have conflicts when toggling between the two areas. Wendy Larsen, Tacoma CC: ESL faculty doing workshops for faculty on issues faced in the classroom.	None
Redesigning Developmental Math By Using Online Course Management Tools	Melissa Mackay Edmonds Community College mmackay@edcc.edu	Have a state website that has links to instructor videos. We have many people creating videos for their classes, but there is no easy way to share with other instructors. Edmonds: Create a class that that students can transfer into if they are unable to finish the coursework. They are still able to get a grade for a 5 credit class – thus it does not hurt their financial aid. They are still learning the material, they just need more time.	Unsure

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Incorporating Hybrid Courses into the Standard ESL Curriculum	Liz Falconer Renton Technical College efalconer@rtc.edu	Looked at Renton Technical College’s four hybrid courses (Pronunciation, Writing, Computer Skills and Culture Studies) and discussed how they enhance the regular curriculum and help students become more independent and capable learners. A short look at a Gates-funded “Innovations in English Language Learning Project” class utilizing laptops held at Renton Technical College.	None
On-Ramp to IBEST	Maggie Stuart Lower Columbia College mstuart@lcc.ctc.edu	Discussed the features, challenges, and rewards of participating in the SkillUp Washington funded On-Ramp to I-BEST project. On-Ramp offers students who are not quite “I-BEST ready” the opportunity to bring their skills up to speed with intensive, contextualized instruction. This cohort-based program includes wrap-around support from CBOs as well as financial incentives for students. The program serves students 18-25 facing two or more major life barriers.	Move ABE & ESL classes out of a designated ABE/ESL area onto the campus at large.
Basic Skills Advising: Themes and Examples across Washington	Roz Spitzer and Sarah Fowler Bellingham Technical College rspitzer@btc.ctc.edu ; sfowler@btc.ctc.edu	<u>Transition Council</u> : Put together a campus team of people who regularly interact with transitional learners. Representatives from Financial Aid, Registrations, Basic Skills, Student Services, etc. Increase communication between all parties. Example from Lower Columbia <u>Transitions Week</u> : Prior to advising week, each quarter (week 5) offer presentations in ABE/ESL classes from Student Services staff, student panels, I-BEST recruitment, etc. Each topic is a separate presentation chosen by faculty. Content incorporated into the ABE/ESL class. Example from Green River <u>Integrated Advising</u> : Bringing advisors into classrooms instead of asking students to come to advisors. Example from Bellingham Tech, Shoreline, others	Look at grant opportunities (ex. Achieving the Dream) and other creative financing for advising positions. Leverage resources within Student Services (Opportunity Grant, Worker Retraining, advising). Treat I-BEST students like regular students – require advising, new student orientation, etc.
Pre-college (Dev. Ed./Basic Skills): Gaps or Overlaps?	Jon Kerr and Kathy Cooper SBCTC jkerr@sbctc.edu kcooper@sbctc.edu	Green River CC: MAC (Master Achiever Center) Transitions Help unravel questions as our system begins to look at pre-college through a more integrated lens.	Mapping exercise to identify gaps and overlaps between ABE & Dev. Ed. on every campus. Also identify factors, like structure, that affect the experience of ABE and traditional Dev-Ed experience.

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Modularizing curriculum to reach students more effectively in less time and with fewer resources.	Craig Goodman Olympic College cgoodman@oc.ctc.edu	Focused on using online delivery and assessment of content modules. Make them authentic to the college. Make sure content is what instructors feel <u>their</u> students need. Use videos of yourself.	Provide a repository of modules.
Learning Communities for Under-prepared College Students: Pairing Developmental English or Math with Student Development Courses	Wilma Dulin and Gordon Koestler Yakima Valley Community College wdulin@yvcc.edu or gkoestler@yvcc.edu	Using intentional, thematic, learning communities to address the needs of developmental students (Reading, Writing, College Culture – Student Development). There are different models other than fully integrated models of “learning communities” to address the idea of “integrated learning” (partially integrated, one integrated assignment).	Contact Yakima Valley Community College representatives if interested in replicating this program.
High Challenge, High Support: Innovative Programs and Teaching Strategies to Help Students Succeed at College Level Work	Monica LeMoine and Bevin Taylor Highline Community College mlemoire@highline.edu , btaylor@highline.edu	Conveners shared details of the Jumpstart Program and Gateway to College program for helping and supporting students transitioning to college. Discussed other programs and strategies for high challenge, high support learning environments conducive to college transition.	None
Strategies that Provide Access for All Students, Pre-college and Beyond	Sabine Endicott Tacoma Community College sendicott@tacomacc.edu	Discussed how to adopt cross-campus, low cost strategies that increase access for all learners such as UDL, contextualization, and acceleration.	None
It is a new day: a discussion about how to help people survive and thrive in times of change	Michelle Andreas, Dixie Simmons, and Jon Kerr, SBCTC mandreas@sbctc.edu	People shared what is happening on campus regarding the need to deliver teaching, learning and support services differently. How are people responding to change? What can be done to help those who are resisting change? Explored the best ways to succeed in a changing world.	None
Diverse Retention Approaches for Diverse College Students - “One Size Does Not Fit All”	Taylor McGovern, Cristeen Crouchet, and Claire Korchinowski Clover Park Technical College taylor.mcgovern@cptc.edu cristeencrouchet@cptc.edu	Themes: Interventions that are intentional and has the human touch; duplicate Opportunity Grant support services model; Early Alerts that do more than notify but connect or reconnect students and develop relationships that are meaningful; connect students to engagement opportunities and campus life programs; Student Management systems that have multiple users and can access students notes and info; clearly examine hiring processes for diversity and hiring a diverse staff that play into retention; define retention expectations that relate to our student populations and their experiences.	Look at long term scalable retention efforts.

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First Generation College Success	Teresa Ferguson Seattle Vocational Institute tferguson@sccd.ctc.edu	Erika Ferren (erika.ferren@email.edcc.edu), Edmonds: Navigators – through external funding source (WDC funding) She also created a pathway from 1-year cert. program to a 2-year degree program. Five schools participate in this to create a career pathway to employment success. Teresa Ferguson, Seattle Vocational Institute: On-Course Strategies for Success Program – Changing Dialogue for faculty	Information on On-Course Curriculum upon request. Information on Navigators for I-BEST Models upon request.
I-Trans (Academic I-BEST)	Mary Leach & Heidi Bauer Lower Columbia mleach@lcc.ctc.edu hbauer@lcc.ctc.edu	Discussed strategies, processes, and procedures for contextualizing development English outcomes into GEN Ed. curriculum in order to help students “move further faster” through precollege curriculum and into college-level work. LCC’s ITRANS (academic I-BEST) model does this though pairing an outcomes-based development English course with college-level Humanities or Speech as well as outcomes-based developmental math with a physical science course.	Find funding to sustain this best practice. Make funding sources clear to key players. Solve the problems of registration.