During the last 2 years, WWCC has been engaged in 2 Action Projects or the Vital Focus. The “Vital Few” project consists of three projects the A-Team recommended for targeted improvement. During the last A-Team workshop, these projects were reviewed to see where we are and where we need to go. They were updated to reflect our success and our future needs. The other Action Project is called “Adjunct Connections” and it focuses on strengthening connections with adjunct/part-time faculty.

As an institution completes or ends an Action Project, it becomes part of an on-going visible history of the institution’s quality improvement activities. This becomes an on-going process in a continuous quality improvement model.

What is AQIP again??
- Journey of Continuous QUALITY Improvement
- Focus on Institutional Improvement not Accreditation
- An alternative to the present accreditation process
- Annually updated systems portfolio rather than responding to a set of criteria every 5-10 years
- AQIP is based on US identifying opportunities and challenges to improve WWCC and CHOOSING which Vital Few to target each year

Why does Western fit AQIP?

WWCC’s Vision: Commitment to Quality and Success

Our Guiding Principles are almost parallel to the AQIP Categories

Western has positive employees who are open and excited about improving quality.

Western will apply in April 2008:

Participant Application Questions, which is a series of 8 questions about readiness for and commitment to continuous quality improvement, evidence that it meets the Higher Learning Commission’s Criteria for Accreditation, and the process it has used (or plans to use) for an initial self-assessment based on quality principles. Not to exceed 10-12 pages!

Vital Few Update:

What are they and how are we doing?

Writing Across the Curriculum—great strides that need continued focus. Students indicated on CCSSE that they are WRITING. Adjunct faculty are participating in this activity! SMARTTHINKING and Turnitin have been great tools for students and our usage reflects that fact.

Word Processing Across the Curriculum—The students in the English classes were tested on their word processing skills the first couple of weeks of class, including on-line, outreach and one concurrent class.

We found that spring students don’t do as well as in the fall:
- Spring: approximately 60% failing
- Fall: approximately 40% failing.

Mapping of writing and computer skills across courses and programs—The focus is Communicate Competently. Emphasis at this point is on Writing and Computer within each department.
Assessment of Student Learning

When we are teaching students, our course content is of primary focus. Integrated within our courses is some component of the GSS. Not every goal is supported in every course, but across the curriculum students get multiple exposure and support for all the goals. Several faculty have asked to provide a reminder of what Western uses to assess student learning. Here is an outline of how Western defines and assesses the GSS:

**Communicate Competently**

**Students will:**
- Write essays and reports across the curriculum
- Prepared Assignments using computer software for word processing, presentations, and major specific programs
- Oral presentations that are organized

**Western Assesses:**
- Writing—Research and reflective
- CAAP Test—Writing and Reading

**Retrieve Information**

**Students will:**
- Identify, evaluate, and use reliable resources from a variety of sources including: libraries, databases, Internet, and Interviews

**Western Assesses:**
- CAAP Test—Reading
- Group Problem Solving
- Research and reliable sources—CCSSE
- Integrating Idea—CCSEE

**See Issues from Multiple Perspectives**

**Students will:**
- Recognize and objectively evaluate different points of view

**Western Assesses:**
- Writing—Reflective
- Inside and Outside class experiences—CCSSE
- Cultural and Ethnic Diversity—CCSSE
- Graduation Survey

**Solve Problems**

**Students will:**
- Apply theories and concepts to new situations
- Group Problem Solving
- Critical Thinking

**Update On Program Review—AQIP Style**

**Undergoing PR:**
Things are moving along quickly in the world of program review. Bookstore, Computer Science, Dance, Housing, Human Resources, Industrial Maintenance, Physical Resources, Psychology, and Registration & Records already have a good start on the review process. Each of these programs is determining program-level goals, and we’ll be taking a look at multiple measures of assessment to determine whether the program is meeting its goals. Some measures will be internally based, such as student, faculty, staff, and community surveys, instructor-designed rubrics and test questions, and enrollment numbers and sales records. Other measures of assessment will be from external sources; these include UW transfer data, CAAP test scores, comparisons with programs at similar community colleges, and community surveys from independent research groups.

**In Follow-up with Action Plans & Assessment Reporting:**
Programs that wrote reviews in the 05-06 academic year—Athletics, Business, Chemistry, Criminal Justice, Electricity/Electronics/Instrumentation, Food Service, and the Learning Center—have already submitted their first year of follow-up documentation to their program reviews. They used information from their program review reports to engage in follow-up on their action plans over the last year. The three-year follow-up ensures that programs maintain momentum in the areas they identified for change in their program review reports. Programs that wrote reviews in the 06-07 academic year—Anthro/History/Soc, Distance Ed, Education, Financial Aid, Green River Center, and Professional, Technical & Community Education—are currently engaged in their first year of follow up; they’ll submit documentation on this first year in September 08. The upside is that these programs will no longer need to do Close-the-Loop forms AND they will have most of their next PR already done!!!
Some Fall 2007 Retention Activities

- **College Studies Institute** – Students who tested into 2 or more developmental classes for fall semester and all recent GED graduates were invited to attend the 2 week August program. Of 28 students who registered, 26 completed the course. Instruction was given for reading, math, English and training on campus resources including Smarthinking. Four students were identified for ADA accommodations. **Results:** 20 increased in at least 1 instruction area; 9 increased in math. The Peer Tutor Center is seeing these students this fall and assisting them with classes. The students developed a strong cohort group, and tracking will be done for fall midterm and final grades. The program cost $10,000 less than budgeted, and plans have been made to continue it next year.

- **Records & Registration phone campaign:** Student Support staff made 108 phone calls to SP07 students in good standing who were not registered for FA07; as a result, 8 returning students were advised and registered.

- **Fall in-service program “Advising Is Teaching”**: 60 faculty and professional staff attended the interactive event presented by Becky and Kim on learning styles.

- **Registration & Records:** sent “not attending” and “poor attendance” letters to students and their advisors based on faculty reporting.

- **Distance Education:** Worked with online faculty to contact students who had not logged into BlackBoard classes and remind them of the class, assist with technology issues, etc. Worked with high schools, outreach sites and advisors to increase the number of students taking *Intro to Online Learning* as their first online course.

- **GEAR UP:** Dustin Conover (GEAR UP) was trained as an academic advisor and assigned to work with 9 new GEAR UP freshmen attending the RS Campus.

- **Degree Audit workshops:** 25 faculty and professional staff attended October lunch workshops; Kay and Becky separated the groups based on advising experience to help make the sessions more interactive and productive.

- **Extended advising hours:** Becky’s hours are 9 a.m. to 6 p.m. on Thursdays to be available to students who work.

- **Fall Advising Newsletter:** Becky’s latest edition was sent to on-campus advisors and outreach staff.

- **Pre-registration workshop:** Peg Larson (SDC) and Becky helped students plan for pre-registration.

- **Alumni & Retention:** emailed 3 Family Newsletters to parents of new freshmen. A subscription form was added to the website to collect more parent email addresses.

- **Data from Orientation Programs:** Kay pulled data on student retention from Orientation Programs held May 2003 to August 2006 for 1,932 students. The retention rate is low for students who begin classes in January. The B-Team is reviewing data and implementing changes for the new Registration Programs.

- **Midterm grades:** printed grade reports were sent to all students with D or F grades and to their advisors; 1,217 students with no deficiencies were emailed a congratulatory letter signed by Tex, Ken and Jackie.

- **Prerequisite checks:** Tammy Porter (IT) improved Datatel reporting to ensure students enrolled in math, English and government classes meet prerequisites.

Introducing the B-Team!!

<table>
<thead>
<tr>
<th>Jami Anderson</th>
<th>Kay Leum</th>
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<tbody>
<tr>
<td>Becky Asplund</td>
<td>Christine Lustik</td>
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<tr>
<td>Jennifer Beachler</td>
<td>Stacie Lynch-Newberg</td>
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<td>Sandy Caldwell</td>
<td>Kay Marschalk</td>
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<td>Steve Davis</td>
<td>Patty Pedersen</td>
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<td>Kim Drane-Nash</td>
<td>Jon Schrade</td>
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<td>Ken Fitschen</td>
<td>Sarah Stanley</td>
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<tr>
<td>Jackie Freeze</td>
<td>Tammy Walker (Recorder)</td>
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<tr>
<td>Rick Kempa</td>
<td>Laurie Watkins (Chair)</td>
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Contact any B-Team member if you have questions or suggestions regarding WWCC’s retention efforts.
Building Student Connections

Formed in August 2006 by bringing together existing WWCC action teams for Orientation, Advising and Part-Time and Non-Traditional Students. Under the leadership of Jan Torres, the team set SMART goals for 2006-2007 (Specific, Measurable, Attainable, Results-Focused, and Time-Bound). When data from the 2005 CCSSE survey was examined, an area where WWCC students had lower rates of satisfaction was academic advising. The team began work to strengthen advising relationships between students and faculty. Tom Coverdale drafted an advising philosophy for WWCC, and with team input, it states:

Advising at WWCC

WWCC is committed to advising and its importance to student retention and success. We believe advising:

- is a relationship and provides a human connection between the student and the College
- is a two-way connection with the student defining goals and developing the plan that meets those goals while the advisor provides support, knowledgeable direction and referral
- challenges advisors to uncover the “unspoken” roadblocks students face and encourages students to ask the “unasked” questions
- builds a connection that lasts beyond the student's time at Western

When the new position of Associate Vice President for Student Success Services was added in spring 2007, leading the B-Team was a primary part of the job description. As enrollments of new students decline, retention of current students is critical. It's everybody's business: the support of all College employees is needed to help students connect with WWCC and continue through completion of their educational goals.

“Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning.” Noel-Levitz


- Strengthen advising
- Introduce new registration programs, and implement online orientation for distance/outreach students
- Address the needs of part-time students: These students are less connected to Western – why?

Registration Programs

Wednesday, January 9 will introduce a new format to welcome students to WWCC. Shorter Registration Programs will replace the full day Orientation Program. Teams of faculty, Student Success staff and Student Ambassadors will work with new students to help them learn about campus support services and register for classes. Each new student will be given the name of their permanent advisor and encouraged to contact the advisor as soon as January classes begin. New international students will attend a Thursday, January 10 registration program with international advisors.