



Western in Motion...

October 2008

Western:
Committed to
*Continuous Quality
Improvement!!*

Academic Quality Improvement Program

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WWCC IS an AQIP institution! After three full years of implementing an AQIP-like model, WWCC formally applied and was accepted as an AQIP institution. This is a major accomplishment in that only about 200 institutions have been accepted thus far.

In this first year, WWCC must participate in an **AQIP Strategy Forum**. We are registered with an 8 member team that will attend an intense workshop in Feb. 2009 where we will formalize our 2-4 institutional **Action Projects**. Keep in mind that this is a learning institution, so one Action Project must always be focused on Student Learning. Luckily, the A-Team is in its 4th year with the process and has the “Vital Few for Student Learning” already in motion.

The Strategy Forum requires

each institution come prepared and to have undergone a thorough cross-institutional self-assessment. This process has come at a perfect time for WWCC to begin its Strategic Planning process. By combining these efforts, WWCC will develop a **Strategic Plan** that will have specific areas targeted for improvement through the *AQIP process*.

In general, developing a strategic plan requires an institution to determine key strengths, weaknesses, opportunities, and threats; optimize the use of resources; and ensure that deployment will be effective.

Through this process, WWCC will address:

- Strategic and action planning*
- Plan implementation*
- Resource commitment*



Assessment Day

Friday, November 7

Plan adaptability

Measurement & long-term sustainability

Competitive environment

You'll each be asked to participate in Strategic Planning sessions in November. Input from **All employees**, whether FT or PT, faculty or staff, is needed for this process to work. This input will be essential for WWCC to stay future-focused as we continue our Commitment to Quality and Success.

For more information...

Instructional Support
Room 1310

Sandy Caldwell x1720
Dianna Renz x1871
Kay Cooley x1810

Alumni & Retention
Room 3012

Laurie Watkins x1899
Tammy Walker x1827

Vital Few for Student Learning Updated and Future Focused

During every three-year cycle, the A-Team conducts assessment for which a Vital Few 2-3 areas of focus are identified for targeted improvement. This process has been tremendously successful for WWCC in the last 3 years. For the 2008-2011 cycle, the A-Team identified THREE key areas of focus for targeted improvement:

1. **Writing Across the Curriculum;**
2. **Reading Across the Curriculum;**
3. **Mapping Computer Use Across the Curriculum.**

Focus area #1—We have made tremendous impact over the last three years, but our students are still not performing to our level of expectation.

Focus area #2—Our students today are a different audience than they were just a few years ago. Reading activities in classes must adapt to the way the students learn in today's culture. **Focus area #3**—How should the proficiency change? What is really happening and what are students really using in the different disciplines?

It's OFFICIAL!!

Best Practices in Reading—YOUR SUGGESTIONS

As a part of the Fall 2008 in-service activities, the A-Team asked faculty and staff to break up into groups to work on **Reading Strategies**. The groups were given some concepts and theories as a basis to begin the brainstorming sessions. These groups had the task of converting concepts and theories into real workable classroom applications. A list of Best Practices has been developed based on these sessions. These were summarized and distributed in faculty boxes as well as adjunct faculty email. They are also posted on the Faculty Resources website for easy access. Here is a highlight of one of the strategies that came out of the sessions. **THANKS** to everyone for your participation and willingness to work with your fellow faculty.

Instead of...assigning an article to read at home...

Try Annotation: Students must annotate on a photocopied article. They should underline main ideas, circle new terms, and make comments or ask questions in the margin of the article. Students submit the article (with annotations) for credit.

Try Flashcards: While reading, students write down new concepts and terms on flashcards, including a thorough definition on the back of the card. Students conduct a partner quiz in class the next day. Instructor could collect these flashcards to help design tests or quizzes on the material.

Update On Program Review

In the past, some have viewed program-level evaluation as an event that occurs once every five years. As we have moved to the AQIP process over the last four years, this process has changed. Every program completes a future-focused Program Review Portfolio once every five years. The Portfolio highlights goals of the program and a plan of action on items determined by the program committee. Programs document their efforts to

“follow up” on stated ACTION PLANS for three years after the Portfolio submission. Therefore, creating a Program Review Portfolio (report) every five years is just one piece of the process of looking critically at your program. In addition, every program completes an annual Assessment Record to document their ongoing assessment of program-level goals. The following instructional programs will create a Review Portfolio this year: *Foreign Language, Honor’s Program, OIS/CIS/MOA/Clerk Typist/Word Processing/Legal Assistant, Welding, Biology, Geology/*

Geography & Recreation, Nursing (Self-Study). The following Administrative and Support Services Programs will create a Review Portfolio this year: *Admissions, Alumni/Development Office, Children’s Center, Print Shop/Publication Design, Advising*.

Assessment Reporting Update

We are slowly but surely phasing in the Assessment Record as a part of your program review. This document will function as a *storage device* to help you track your program-level assessment plan and results of your assessment. The Assessment Reporting documentation will take the place of Close the Loop forms in the instructional programs. All programs will eventually be conducting annual assessment reporting. This means that you’ll already have some program-level

assessment to report in your next Program Review Portfolio! **What assessment are other programs doing?** Programs conduct a variety of assessment. Many programs have developed *surveys* of recent graduates, current students, or potential employers. Some programs have created assignments or projects with *standardized program rubrics*. Other programs have incorporated *standard test questions*, which are then embedded into each instructor’s personal version of the test. Still other programs take a look at enroll-

ment *numbers*, sales rates, financial aid awards, graduation rates, or feedback from advisory councils. Your program might also consider using *UW transfer data, CAAP scores, or CCSSE* question results to evaluate your program-level goals. **Why record your assessment?** Electronics instructor Gena Moser-Clark said it best: “This type of documentation was common while I worked in industry. People just consider it part of their jobs—*it’s all about quality control.*”

Summer / Early Fall 2008 Retention Activities

- Prerequisite checks:** Becky Asplund worked with Tammy Walker to ensure students enrolled in math, statistics, English, and government met prerequisites. Over 240 letters were sent, and some students were administratively removed from courses.
- College Studies Institute:** Students who tested into 2 or more developmental courses for FA08 semester and all recent GED graduates were invited to attend the August program. All 22 students who registered completed the 2-week course. Instruction was given for reading, math, English and training on campus resources including Smarthinking. Two additional students were identified for ADA accommodations. Results: 18 students increased in at least 1 instructional area. The Peer Tutor Center is seeing these students this fall and assisting them with courses. The students developed a strong cohort group, and tracking will be done for fall
- midterm and final grades. Plans have been made to continue the program next year with a possible short January session.
- Alumni & Retention phone campaign:** Student Services staff made phone calls to 128 students who completed SP08 semester in good standing and were not registered for FA08; as a result, 16 returning students were advised and registered.
- Registration & Records:** Issued “not attending” and “poor attendance” letters to students and their advisors based on faculty reporting.
- Distance Education:** Hosted 8 fall adjunct faculty trainings, and Becky and Laurie presented a workshop on “*Instructors as Advisors.*” Distance Education also worked with online faculty to contact students who had not logged into BlackBoard courses and remind them of the course, assist with technology issues, etc. and partnered 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:** Peg Larson and Kathy Higgins met with WWCC GEAR UP students to form a GEAR UP Alumni Club and provide transitional support services.
- SENSE survey:** The Survey of Entering Student Engagement (SENSE) was given in over 40 foundation courses. Data will be used to enhance retention efforts for new students.
- Extended advising hours:** Becky Asplund offers extended office hours each Thursday to 6 PM. She is available for appointments for local and distance students.
- Alumni & Retention:** Emailed fall newsletters to 230 families of current WWCC students. A subscription form on the WWCC website is used to collect parent email addresses.
- Advisor lists:** Updated advisee lists were emailed to 79 academic advisors to encourage communication with advisees.

WWCC Retention Statistics

Fall 2007 to Fall 2008 Retention

Full-time	21.3% graduated 58.3% returned to WWCC 41.7% attrition
Part-time	8.3% graduated 24.7% returned to WWCC 75.3% attrition

Spring 2008 to Fall 2008 Retention

Full-time	17.8% graduated 71.2% returned to WWCC 28.8% attrition
Part-time	7.12% graduated 23.3% returned to WWCC 76.7% attrition

B-Team Members

Jami Anderson	Kay Leum
Becky Asplund	Christine Lustik
Sandy Caldwell	Stacie Lynch Newberg
Steve Davis	Kay Marschalk
Kim Drane-Nash	Patty Pedersen
Ken Fitschen	Sarah Stanley
Jackie Freeze	Tammy Walker (Recorder)
Rick Kempa	Laurie Watkins (Chair)

Contact any B-Team member if you have questions or suggestions on WWCC's retention efforts.



Building Student Connections

WWCC's Building Student Connections (B-Team) was formed in August 2006 by bringing together existing WWCC action teams for Orientation, Advising and Part-Time and Non-Traditional Students. The team focuses on SMART goals (Specific, Measurable, Attainable, Results-Focused, Time-Bound) for increasing student engagement and retention.

Factors that high engagement and retention colleges have in common:

- They focus on each student's potential, rather than challenges.
- High expectations (for everyone!) and support go hand in hand.
- Teaching and learning are active and collaborative, in class and outside the classroom.
- They're bold, flexible and take risks.
- They hire for skill, fit and passion.
- Improvement is a constant journey.

Descriptions of promising practices are found throughout the website www.ccsse.org. Lessons learned are also the subject of the publication *MetLife Foundation Best Practices in Student Retention* <http://www.ccsse.org/publications/Jan2007.pdf>.



“Today, community colleges are being asked to rise to new challenges. Across the country, community colleges must respond to the increasing expectations for quality, performance, and accountability set by governing boards, state and federal governments, accrediting organizations, and the public. Key among those expectations is that colleges should emphasize assessment and improvement of student retention and student learning.”

Community College Survey of Student Engagement (CCSSE)

Summer 2008 New Student Registration Programs

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

Beginning in January 2008, Orientation programs for new students were reformatted to smaller, more personalized Registration Programs. In Summer 2008, teams led by Jackie Freeze (Mustangs), Kay Leum (Paints), Becky Asplund (Clydesdales), and Laurie Watkins (Palominos) with over 40 faculty and staff assisted at 13 programs attended by 397 students and 249 guests. At the August 25 program, each team received additional faculty advising support. Students met their permanent advisors at the Academic Kick Off Day on August 26.

Student evaluations from the Registration Programs were extremely positive. “It was short and to the point. Also everyone was really helpful and understanding.” “It helped me understand everything.” “The best part was the one-on-one help with my schedule.” “It was fast, organized, and easy.” Parents were also surveyed. They enjoyed the separate parent workshop and opportunity to ask more specific financial aid and student adjustment questions.

The B-Team will continue to refine the Summer Registration Programs for 2009. Please let any team member know if you have suggestions!

Special thanks to team members and support staff for their help at the Summer Registration Programs:

Angela Stangl, Ann Rudoff, Becky Asplund, Bernie Lovato, Brad Russell, Brant Brown, Brenna Reynolds, Bret Zenger, Bruce Anderson, Carla Hester-Croff, Chris Kennedy, Christine Lustik, Deirdre MacDonald, Dustin Conover, Erik Hamm, Eve Henderson, Jackie Freeze, Janet Johnson, Janet Wilm, Jeff Braegger, Jennifer Allen, Jennifer Sorensen, Jeri Kunz, Jerry Thomas, Joanna Fritz, Joe Mueller, Joe Uriarte, Jon Schrade, Karen Flaim, Karlana Sheehan, Kathy Luzmoor, Kay Leum, Ken Fitschen, Kevin Holdsworth, Kim Drane-Nash, Laura Grossnickle, Laurie Watkins, Leesa Lee, Lou Flaim, Mark Rembacz, Marlene Ethier, Nish Ferrero, Pam Rood, Peg Larson, Rick Kempa, Sandy Caldwell, Sarah Stanley, Sharon Taylor, Stacey

