

May 7, 2008

TO: Dr. David Mitchell, President

FROM: Dr. Gina Huston and Student Achievement Initiative Committee

RE: Proposals for SAI strategies funding

Attached are three proposals that address new strategies to increase student retention and persistence toward momentum points. Each proposal requires funding for implementation.

As discussed previously, these connect with Strategic Initiative #4: *To maximize community access to Olympic College, especially for under-represented and underserved populations, develop and implement an on-going enrollment management system that informs instructional programs, student support services, and facilities planning.*

In addition to outcomes listed in the proposals, the strategies are intended to meet Outcome #2 of Strategic Initiative 4: *Students will succeed at higher rates as defined by the State Board's Student Achievement Initiative.*

Assessment measures for outcome #2:

1. Olympic College will increase its overall base year points in the "Basic Skills" area by 4% in 2009/10 and by an additional 1% by 2010/11.
2. Olympic College will increase its overall base year points in the "Becoming College Ready" area by 4% in 2010/11.
3. Olympic College will increase its base year points for under-represented students in the "Becoming College Ready" area by 2% in 2010/11.

Thank you for your consideration of these proposals. Please let me know if you have questions or would like more information. I will follow-up with you within the next two weeks to determine how we should move forward with these strategies.

c: Dr. Rick MacLennan
Mr. Randy Lawrence

Mandatory Orientation Proposal
Student Achievement Initiative Strategy
Academic Year 2008/2009

Plan Overview

Student Development Services proposes to increase the retention of new students by providing them with a mandatory opportunity to learn about the culture of college, to learn about Olympic College programs and services, and to develop an educational plan. The mandatory orientation will be accomplished through completion of the General Studies 101, *Orientation to College*, class (1 credit). Research indicates that the first few weeks of college are critical in terms of student success (Tinto, 1987). Tinto recommends the early integration of students into the campus environment, the facilitation of faculty and student connections, the use of resources at the beginning of the student's college experience, and the extension of learning beyond the classroom. Providing all of these opportunities within the first quarter increases student confidence and success in persisting toward their goal. In addition, a recent report from the Community College Research Center (Mercher Karp, 2008) indicates that many students who attend community colleges have not come from college oriented cultures and often do not have the knowledge to know where to go for services, who to ask for assistance, and what programs can provide them support. Requiring orientation provides these students with the knowledge and skills to access support services, to learn study skills, and to improve planning skills. Colleges that have implemented mandatory orientation have seen increases in student retention. For example, Madisonville Community College compared retention rates for degree seeking students before the required *First Semester Experience* (orientation) program and after program implementation. Within the first year fall 2001-fall 2002 retention increased from 33% to 40%. By fall 2006-2007 the retention rate was 55%. From spring to spring the retention rate was 59% before the required orientation and progressively increased from 65%-75% in four years.

The Noel-Levitz College Student Inventory (sample attached) will be administered during the class and students will meet individually with the instructor or an advisor to discuss the results. The CSI captures important student information to identify potential barriers to their academic success. With this information, student interventions and support can be designed and offered to improve the likelihood of goal achievement. At Olympic College this inventory can help link students to mentors and other resources such as counseling, multicultural services, and tutoring.

A phase-in process for the mandatory orientation class is recommended for 2008/2009.

Phase-In Process for 2008/2009

Fall 2008

- Phase-in group 1 – new fall students who assess into Math 90 – projected enrollment 300 headcount
- Phase-in group 2 – new fall students who assess into Math 94 – projected enrollment 300 headcount
- Phase-in group 3 - integrated Learning Community (English 99, Math 94, Gen St 101 and 140) – projected enrollment 50 headcount
- Phase-in group 4 (a possibility) - I-Best – welding, early childhood, nursing assistant –projected enrollment 60 headcount

Phase-in groups 1-3 will be required to take the Gen S 101 – based upon their assessment scores- will be noted on student assessment handout – registration will be blocked if the student doesn't enroll

Phase-in group 4 – will be required to take Gen S 101 based upon their enrollment in I-Best

Projected total number of students = 700

Projected number Gen S 101 sections – 27 (includes 2 Shelton, 2 Poulsbo, 3 online)

Winter 2009 and spring 2009 – Projection for both quarters together would equal fall quarter (700 students)

- Phase in groups 1 and 2 - New students who assess into math 90 and math 94

Projected cost for the year = \$118,720

Projected annualized FTE = 31

Projected FTE revenue = \$167,400

Outcomes/assessments in addition to those listed for Strategic Initiative # 4 will be determined (i.e., how did this impact student learning, use of services, educational planning).

Based upon assessment results from fall 2008 to winter 2009 and fall 2008 to spring 2009 – a plan for 2009/2010 will be developed

References

Tinto, Vincent (1987). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.

Mercher Karp, Melinda (2008). *Do Support Services at Community Colleges Encourage Success or Reproduce Disadvantage? An Exploratory Study of Students in Two Community Colleges*. New York: Community College Research Center, Teachers College, Columbia University.

Mandatory Orientation Budget

Sub Object	Title	BUDGET	Explanation
AA			
AB			
AC			
AD	Part-time	20,000	Coordinator/assistant -data tracking, support instructors, etc.
AH	Various	46,000	Instructors 54 sections; librarian during breaks;
AM	Various	5,000	library RSE
AT			
AS			
AU			
AZ			
Total Salary		\$ 71,000	
BA	OASI		
BB	Retirement and Pension		
BC	Med aid & ind ins		
BD	Health, life and disability		
BF			
BT			
BW			
BV			
Total Benefits		\$ 18,000	
Total Wage & Benefits		\$ 89,000	
C			
Total Personal Services Contracts		\$ -	
E	Goods and Services		
EA	Noel-Levitz CSI	11,220	CSI - assess barriers to student success; appropriate intervention
EB			
ED			
EE			
EF	Materials	18,500	1400 handbooks; packets, printing; postage; posters
EG			
EJ			
EQ			
ER			
EZ			

Mandatory Orientation Budget

Total Goods and Services		\$ 29,720	
G	Travel		
GA			
GC			
GD			
Total Travel		\$ -	
J			
JC			
Total Fixed Assets		\$ -	
N			
NZ			
Total		\$ -	
T			
TA			
TB			
TE			
Total Transfers			
Subtotal Expenditures		\$ 29,720	
Grand Total		\$ 118,720	

Notes: Projected annualized FTE= 31 Projected FTE revenue: \$167,400

Instructions

This is a report of Kyle's results based on the College Student Inventory. Please give him a thorough explanation of his student copy. If you agree with the recommendations, gently encourage him to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. But avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of the present report. Please see the RMS Advisor's Guide™ for more details.

Motivational Assessment	Perc. Rank	Very Low	Very High
Academic Motivation			
Study Habits	58		
Intellectual Interests	56		
Academic Confidence	41		
Desire to Finish College	14		
Attitude Toward Educators	62		
Social Motivation			
Self-Reliance	28		
Sociability	6		
Leadership	38		
General Coping			
Ease of Transition	43		
Family Emotional Support	41		
Openness	1		
Career Planning	36		
Sense of Financial Security	4		
Receptivity to Support Services			
Academic Assistance	79		
Personal Counseling	80		
Social Enrichment	28		
Career Counseling	73		
Initial Impression*	5		
Internal Validity	Excellent		
Specific Recommendations for Kyle			
The strength of each recommendation is indicated by its priority score (0 = low, 10 = high):			
Get help in finding a part-time job 9.1			
Get help in obtaining a loan 9.0			
Get help in finding a summer job 8.5			
Get help in selecting an academic program 8.4			
Get help in obtaining a scholarship 8.1			
Discuss advantages/disadvantages of occupations 8.0			
Discuss job market for college graduates 8.0			
Get help with study habits 8.0			
Get help with writing skills 7.9			
Get help with reading skills 7.8			

Notice

Students may request that their report be removed from your file at anytime.

Student Background Information

High School Academics

Senior Year GPA	B Average
Class Size	50-99
Program	Technical
Perceived Standards	Average

Noncredit Activities

Athletics	Yes
Fine Arts	
Leadership	
Misc. Groups	
Oral Expression	
Science	
Written Expression	

Family Background

Native Language	Spanish
Racial/Ethnic Origin	Other
Mother's Education	Some High School
Father's Education	Bachelor's
Marital Status	Single, No Plans
Miles From Family	Over 600

Admissions Test Scores

ACT Composite	n/a
SAT (V+M)	n/a

College Experience

Housing	Own Apt./House
Degree Sought	Master's
Plans to Study	15 hrs/week

Other Indications*

- Desires to transfer
- Unfamiliar with the school
- Dissatisfied w/entertainment
- Dissatisfied w/financial aid
- Dissatisfied with costs

*This information is not shown on the student's copy.

CASAS Point Gains Project

Faculty CASAS Seminars

Academic Year 2008/2009

PROJECT OVERVIEW

The Faculty CASAS Seminars are designed to increase CASAS point gains through direct instruction. "Good teaching" involves a sound understanding of student learning outcomes, a mastery of the assessment methods employed to measure those learning outcomes, and thoughtful, intentional pedagogical processes to achieve those outcomes. This project addresses these areas as they directly relate to skills measured via the CASAS assessment tool and subsequently interpreted as CASAS points. As part of the CASAS Point Gains Project, faculty will be trained in understanding the curriculum design of the CASAS subject tests and their impact on student learning outcomes. Faculty will also be trained in accessing and synthesizing their students' CASAS assessment data (e.g, student scores, CASAS points). With these increased understandings, faculty can be more strategic and intentional in their instruction with regards to CASAS subject student learning outcomes and thus increase CASAS point gains. Additionally, faculty will be provided with their own CASAS curriculum and activity set of authentic materials specific to a subject area which they can incorporate within their own respective course curriculum. Since Adult Education students do not purchase textbooks or course materials for their courses and faculty teach at various locations across the college district, faculty access to their own CASAS curriculum and authentic materials activity set is critical to the success of this project.

SEMINAR OBJECTIVES

This project is designed to increase CASAS point gains through direct instruction.

- a. Participants will gain an increased understanding of the testing content covered on the CASAS test for each subject test (ABE: reading, math, and ESOL: reading, listening).
 - b. Participants will gain an increased understanding of the relative skills difficulty relative to the various testing levels (levels 1- 6) with respect to specific subject area content.
 - c. Participants will gain an increased understanding of various data sets available to assess students' scores (points).
 - d. Participants will gain skills in accessing, organizing, and analyzing their own course CASAS data.
 - e. Faculty will gain an increased understanding on how to emphasize specific CASAS curriculum in their teaching and learning course activities.
 - f. Faculty will be provided with a CASAS curriculum and activity set of authentic materials to incorporate into their teaching and learning course activities.
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CASAS Point Gain Project

BW			
BV			
Total Benefits		\$	-
Total Wage & Benefits		\$	23,042
C			
Total Personal Services Contracts		\$	-
E	Goods and Services		
EA	Supplies/materials	9,500.00	Printing (\$500);
EB			Authentic materials for activity sets (\$75/faculty/subject)
ED			[\$75/30 Faculty/4 subjects = \$9,000]
EE			
EF	Printing		
EG	Educ and training		
EJ			
EQ			
ER			
EZ			
Total Goods and Services		\$	9,500
G	Travel		
GA			
GC			
GD			
Total Travel		\$	-
J			
JC			
Total Fixed Assets		\$	-
N			
NZ			
Total		\$	-
T			
TA			

CASAS Point Gain Project

TB			
TE			
Total Transfers			
Subtotal Expenditures		\$ 9,500	
Grand Total		\$ 32,542	

ASSESSMENT METHODS

1. Pre and post survey of faculty participants will show the following:
 - a. An increased understanding of testing content covered on the CASAS test for each subject test (ABE: reading, math, and ESOL: reading, listening).
 - b. An increased understanding of the relative skills difficulty relative to the various testing levels (levels 1- 6) with respect to specific subject area content.
 - c. An increased understanding of various data sets available to assess student scores (points).
2. Pre and post skills assessment will show an increase in faculty skills related to accessing, organizing, and analyzing CASAS students' score data.
3. Faculty self-report at the end of the first year of the project will show an increased understanding of and implementation of specific curriculum related to CASAS.

RESOURCES NEEDED

Description	Funding Allocation Description	\$ Amount
Adjunct faculty stipends to attend seminars	25 adjunct faculty @ \$26.80/hr plus 17% benefits for a total of 15 hours per academic year (5 hrs/qtr for 3 quarters) [\$10,050.00 plus \$1,708.50]	\$11,785.50
Curriculum Development/Seminar Facilitation (for 4 subject areas plus 1 for the data curriculum)	Per Individual Assignment: (\$26.80 x 55 hours) plus 17% benefits = \$1,474 + \$250.58 = 1,724.58 Total: 5(\$1,474) + 5(\$250.58) = \$8,622.90	8,622.90
Project Lead (facilitate project SharePoint site, print curriculum packets, make activity sets of authentic materials, organize seminars)	Per Quarter: 28 hrs per qtr @ \$26.80/hr plus 17% benefits \$750.40 + \$127.57 = \$877.97 Per Academic Year: 28 hrs/qtr for 3 qtrs = 84 hrs per academic yr 84 hours @ \$26.80/hr plus 17% benefits \$2,251.20 + \$382.71 = \$2,633.91	2,633.91
Supplies	Printing (\$500); Authentic materials for activity sets (\$75/faculty/subject) [\$75/30 Faculty/4 subjects = \$9,000]	9,500.00
Total		\$32,542.31

NEXT STEPS

After reviewing assessment results, the Student Achievement Initiative Committee and the Adult Education Program may decide to:

1. Request funding for the following and subsequent years to address other topics within the CASAS subject areas.

2. Request funding for the following and subsequent years to establish the project for only new faculty.
3. Discontinue the project.



CASAS Point Gain Project

Sub Object	Title	BUDGET	Explanation
AA			
AB			
AC			
AD	Part-time		
AH	Various(pt faculty)	\$11,785.50	Adjunct faculty stipends to attend seminars 25 adjunct faculty @ \$26.80/hr plus 17% benefits for a total of 15 hours per academic year (5 hrs/qtr for 3 quarters) [\$10,050.00 plus \$1,708.50]
		8,622.90	Curriculum Development/Seminar Facilitation (for 4 subject areas plus 1 for the data curriculum) Per Individual Assignment: (\$26.80 x 55 hours) plus 17% benefits \$1,474 + \$250.58 = 1,724.58 Total: 5(\$1,474) + 5(\$250.58) = \$8,622.90
		2,633.91	Project Lead (facilitate project SharePoint site, print curriculum packets, make activity sets of authentic materials, organize seminars) Per Quarter: 28 hrs per qtr @ \$26.80/hr plus 17% benefits \$750.40 + \$127.57 = \$877.97 Per Academic Year: 28 hrs/qtr for 3 qtrs = 84 hrs per academic yr 84 hours @ \$26.80/hr plus 17% benefits \$2,251.20 + \$382.71 = \$2,633.91
AK	Classified		
AM	RSE		
AS			
AU			
AZ			
Total Salary		\$ 23,042	
BA	OASI		
BB	Retirement and Pension		
BC	Med aid & ind ins		
BD	Health, life and disability		
BF			
BT			

Increasing Persistence and Retention in Developmental Mathematics with Teaching Assistants

Academic Year 2008/2009

Plan Overview

The Student Achievement Initiative committee and the mathematics department propose to increase persistence and retention in developmental classes by incorporating teaching assistants in the classrooms. Research shows that developmental student learning outcomes are significantly higher in classes with a high-touch and hands-on approach to learning, as opposed to lecture-style classes. The large class-sizes in developmental mathematics courses at Olympic College make creating this type of quality learning experience challenging.* While financial, physical and human-resource issues preclude lowering our class caps, we feel that teaching assistants will serve as a suitable alternative. With teaching assistants in the classrooms, students will benefit from:

- More personal attention,
- A higher proportion of class-time spent on active-learning,
- Faster feedback, and
- Earlier intervention when needed.

Activities

1. Each quarter, apportion teaching assistants to ten, approximately one third, of the sections of developmental mathematics on the Bremerton campus as follows.
 - a. Learning communities including developmental mathematics will receive one teaching assistant each.
 - b. Additional sections of each of math 90, math 94 and math 99 will be selected at random so that each level has three sections with teaching assistants assigned.
 - c. The remaining teaching assistant will be assigned so that as proportional a representation as possible of traditional and non-traditional formats and of daytime and evening sections is achieved.
 - d. If an instructor chooses not to use his/her teaching assistant, that teaching assistant will be reassigned to another section of the same course.
2. Prior to the start of each quarter, the instructor will meet with the teaching assistant to become acquainted and to determine the teaching assistant's specific responsibilities in the classroom.

The teaching assistant will be present in the class up to 47 hours during the quarter. The teaching assistant's activities may include, but are not limited to:

- Helping students as they work on in-class exercises, projects, and other group and individual learning activities,
- Informing the instructor about any students who may need more intervention in order to succeed,

* In Fall Quarter, 2007, the average class size in Math 94 classes was 40 students; the enrollment cap is 35.

- Helping to keep students engaged and on-task, and
- Helping with day-to-day functions of the classroom, such as recording attendance and distributing papers.

3. Collect data. See Assessment Methods, below.

Resources Needed

Teaching assistant Salary (Instructional and Classroom Support Technician I)
 $\$13.25/\text{hr} \times 48 \text{ hrs} \times 10 \text{ sections} \times 3 \text{ quarters} + 15\% \text{ benefits} = \$21,942$

Stipend to mathematics faculty for data analysis:
 $\$27.40/\text{hr} \times 40 \text{ hrs} + 15\% \text{ benefits} = \$1,260.40$

Adjunct salaries to attend informational meeting and coordinate with teaching assistants:

$\$27.40/\text{hr} \times 25 \text{ instructor-hrs/quarter} \times 3 \text{ quarters} + 15\% \text{ benefits} = \$2,363.25^{\dagger}$

Duplicating: \$50

Total: \$25,615.65

Outcomes

1. Student completion rates will be higher in sections that include a teaching assistant.
2. Student dropout rates will be lower in sections that include a teaching assistant.
3. Average student grades will be higher in sections that include a teaching assistant.
4. The rate of student persistence into the next mathematics course in the sequence will be higher among students whose previous course included a teaching assistant.
5. Instructors will report that the teaching assistants allowed for more effective and meaningful use of class-time.
6. Students will report a greater level of engagement and understanding in sections that include a teaching assistant.

Assessment Methods

1. Compare completion rates, dropout rates, GPA and persistence rates of:
 - All sections with and without teaching assistants
 - Each individual course (math 90, 94, and 99) with and without teaching assistants
 - Daytime sections with and without teaching assistants
 - Evening sections with and without teaching assistants
2. Faculty survey
3. Student survey

[†] The amount required may deviate somewhat from this total depending upon the time required to acquire and analyze the data, the number of adjunct who attend the informational meetings and the number of adjunct who are randomly selected to have teaching assistants in their classrooms.

Next steps

After reviewing assessment results, the mathematics department and Student Achievement Initiative committee may decide to:

- A. Request funding for subsequent years to expand the classroom teaching assistant program to include all developmental classes at all campuses,
- B. Request funding for the following and subsequent years to establish the classroom teaching assistant program only for specific sections (such as just math 94 or just evening classes), or
- C. Discontinue the program.

Mathematics Teaching Assistants

Sub Object	Title	BUDGET	Explanation
AA			
AB			
AC			
AD	Part-time	22,231	TEACHING ASSISTANTS
AH	Various(pt faculty)		
AK	Classified		
AM	RSE		
AS			
AU			
AZ			
Total Salary		\$ 22,231.00	
BA	OASI		
BB	Retirement and Pension		
BC	Med aid & ind ins		
BD	Health, life and disability		
BF			
BT			
BW			
BV			
Total Benefits		\$ 3,334.65	
Total Wage & Benefits		\$ 25,565.65	
C			
Total Personal Services Contracts		\$ -	
E	Goods and Services		
EA	Supplies/materials		
EB			
ED			
EE			
EF	Printing	\$ 50.00	
EG	Educ and training		
EJ			
EQ			
ER			
EZ			

Mathematics Teaching Assistants

Total Goods and Services		\$ 50.00	
G	Travel		
GA			
GC			
GD			
Total Travel		\$ -	
J			
JC			
Total Fixed Assets		\$ -	
N			
NZ			
Total		\$ -	
T			
TA			
TB			
TE			
Total Transfers			
Subtotal Expenditures		\$ 50.00	
Grand Total		\$ 25,615.65	