Charting the Course for Student Completion

December 5, 2013  Columbus State Community College

Event Program
Agenda

8:00 - 9:00 a.m. | Check-in

9:00 - 9:30 a.m. | Welcome
- Welcome from Chancellor John Carey, Ohio Board of Regents; President Bruce Johnson, Inter-University Council of Ohio; and Interim President Karen Rafinski, Ohio Association of Community Colleges
- **Introduction to the Day**, Vice Chancellor Stephanie Davidson
  - How State Initiatives Work Together to Advance Completion
  - The Why, What and How of Completion Plans

9:30 - 11:00 a.m.
- **How a Culture of Inquiry Can Help Catalyze Completion Efforts**
  - Rob Johnstone, National Center for Inquiry & Improvement

11:00 - 11:45 a.m.
**GENERAL TOPIC: ENTRY**

*Strategies for Academic “On-Ramps” to Completion of Gatekeeper Courses*
- Paul Brown, President, Zane State Community College
- Tim Littell, Assistant Dean of Programming, Wright State University
- Kristi Wellington-Baker, Director of Retention Services, Walla Walla Community College

Facilitated Table-Talk

11:45 - 11:55 a.m. | Break
11:55 a.m. - 12:40 p.m.

GENERAL TOPIC: PROGRESS

Tactics for Course of Study Development and Selection

- Tara Warden, Provostal Liaison for Advising, University of Cincinnati
- Larry Abele, Provost Emeritus, Florida State University
- Kathleen Cleary, Associate Provost, Sinclair Community College

Facilitated Table-Talk

12:40 p.m. - 1:35 p.m.

Working lunch

1:40 - 2:40 p.m. | Breakouts

STRATEGIC BREAKOUTS

1. Campus Completion Policy Assessment Tools, Gretchen Schmidt, Jobs for the Future
2. Developmental Education Strategies, Bruce Vandal, Complete College America
3. Conversation with Larry Abele, Florida State University
5. Ohio Mathematics Initiative, Joan Leitzel and Rodney Null, Rhodes State College; and Paddy Dowling, Miami University
6. BOR Initiatives: Certificates and 1+1, PLA, CWID

2:45 - 3:30 p.m.

Team planning, next steps and close
Biographies

Dr. Stephanie Davidson is the vice chancellor of academic affairs for the Ohio Board of Regents. In her role, Dr. Davidson works with the units in the academic affairs area to create seamless, affordable, high-quality academic pathways that support degree attainment and student success. Prior to joining the Board of Regents, Dr. Davidson worked for more than 20 years at The Ohio State University as a faculty member in the Department of Speech and Hearing Science, where she taught undergraduate and graduate courses, mentored students completing research projects and clinical experiences, and studied the efficacy of hearing aids and other assistive devices used by individuals with hearing loss.

COLLECTING & USING DATA

Dr. Rob Johnstone is the founder and president of the National Center for Inquiry & Improvement (NCII), which he recently created to provide professional services focusing on the use of applied inquiry to create structures and processes that achieve improved outcomes. He has worked on many prominent national higher education improvement initiatives, including Completion by Design, the Aspen Prize for Community College Excellence, Achieving the Dream, Carnegie’s Statway / Quantway, The Education Trust’s Access to Success, and The RP Group’s Bridging Research, Information & Culture (BRIC). While at the RP Group, Dr. Johnstone led the group’s national projects and provided strategic consulting, implementation strategy, and technical assistance to community colleges across the country designed to improve student completion outcomes. He has served as a director, dean and provost in the California community college system for more than a decade, and worked as a strategic consultant in industry prior to shifting to higher education. He brings a unique dual perspective with more than 20 years of consulting experience in industry and higher education, and brings an energy and passion for authentic change to improve outcomes. Dr. Johnstone holds a B.A. in psychology from Stanford University, and M.A. in experimental psychology from San Jose State University, and a Ph.D. in social psychology / psychology & the law from the University of Oregon.

ENTRY

Dr. Paul Brown, who has more than 30 years of experience in the administration of higher education programs, became Zane State College’s fifth president in January of 2004. Under his leadership, Zane State College has received numerous recognitions. Among the most notable are: the Leah Meyer Austin Institutional Student Success Leadership Award in 2012 from Achieving the Dream; the national MetLife (2007) award for student retention; a ranking of 9th in the nation among two-year colleges by Washington Monthly Magazine (2007) based on graduation rates that are twice the national average; and one of 15 “best practices” colleges that received funding from the Bill & Melinda Gates Foundation and MDC, Inc. in 2009 to improve national completion rates through effective developmental education. In addition to the recent successes, Dr. Brown’s guidance has been instrumental in positioning the college for continued growth and success as he has established and transformed several areas within the college to meet the needs of students and the community in coming years.
Biographies

Tim Littell is the assistant dean for programming in University College at Wright State University, where he oversees academic support programs and services, developmental education, and first-year programs. With more than 20 years of classroom experience in psychology, developmental math, and learning strategies, Tim previously served as dean of students and assistant professor of Psychology at Rhodes State College, where he developed and oversaw programs in advising, academic enrichment, and early college. He holds an MSEd in counseling from the University of Dayton and a BS in mechanical engineering from Ohio Northern University.

Kristi Wellington-Baker is the director of retention and student development services at Walla Walla Community College. As the director, Kristi oversees data-driven retention and completion initiatives, collaborative in house development and adoption of software solutions, and works closely with the instructional team for ongoing enrollment planning. She supports a remarkable student services team in its ongoing work to develop innovative responses and solutions to student barriers to success. In addition, she oversees approximately $1 million in grant & scholarship resources in support of the training of WWCC students in high-demand pathways.

PROGRESS

Specializing in design and leadership of college student affairs and academic advising programs, Tara Stopfel Warden has 21 years of experience serving both large, public and small, private universities. She currently works for the University of Cincinnati coordinating undergraduate advising across 10 colleges and four specialized advising centers. Tara was the founding director of the University of Cincinnati’s Center for Exploratory Studies, which is recognized by the National Academic Advising Association (NACADA) as an exemplary practice program. Her prior service includes roles as assistant dean for UC’s McMicken College of Arts & Sciences, as well as associate dean of students, director of career development and director of residence life at universities in Texas and Tennessee. Tara provides consulting on academic advising structures and was the invited presenter for the Noel-Levitz national webinar, Strategies for Using Academic Advising to Enhance Retention and Student Engagement. She has published in two NACADA monographs, Advising Administration and Advising Special Populations, and regularly presents at national conferences.

Dr. Lawrence Abele’s experience includes service as a department chair (nine years, biological science), dean of Arts and Sciences (three years), and provost (16 years). Since 1994 he has directed and continues to direct the Institute for Academic Leadership, providing training for department chairs from throughout the State University System of Florida. He was elected a Fellow of the American Association for the Advancement of Science in 1986, and in 2009 he received the Pacesetter Award, honoring those who have made a significant contribution to student advising. While provost, he focused on improving retention and graduation rates and reached these conclusions: Graduation rates can be increased with strong commitment, data-driven actions and focused attention to details. There is no single action for success and progress requires many actions sustained over a period of time. Examples of low-cost, success-
ful actions include offering students an “academic map” for each degree program with term-by-term courses that must be completed to continue to register; having advisors record by time-of-day and day-of-week all interactions with students along with every question asked; building a series of action steps for students that are aligned with the academic calendar; and creating freshmen interest groups. Some examples of higher-cost successful actions include re-engineering high-enrollment, low-success courses; adding a “Successful Learning Strategy” course; adding tutors, both drop-in and by appointment, for certain courses; adding advisors; and adding coaches. To the extent possible, each of these actions was tested with randomized, controlled trials. Increases in tuition collection can both cover the costs of improving retention and graduation and yield new revenues for additional investments in the university.

Dr. Kathleen Cleary is the associate provost for student success at Sinclair Community College, where she serves as project Director for the Ohio Cadre of Completion by Design. After coming to Sinclair in 2003 as chair of the Theatre and Dance Department, Dr. Cleary served as the dean of Liberal Arts, Communication and Social Sciences. Prior to her work as a college administrator, Dr. Cleary was an actor and director for professional, college and community theatres and appeared on screen at film festivals throughout the country.

Dr. Gretchen Schmidt is program director for JFF’s Postsecondary State Policy team. In this role, she provides TA to states to implement policies that support student completion agendas to ensure that more students enter into community college programs and complete credentials with labor market value. Dr. Schmidt has more than 15 years’ experience in higher education. Before JFF, she spent five years in the Virginia Community College System—first as educational policy director, then as assistant vice chancellor for academic and student services. One of the projects she oversaw as vice chancellor was VCCS’ developmental education redesign initiative, which included policy management, professional development programming for faculty, enhancing student support services and working with high schools to improve Virginia high school students’ college readiness. Dr. Schmidt oversaw the VCCS system-wide transfer and dual enrollment programs, and provided technical support to the statewide Career Pathways program. She has also served on the staff of state college boards in Arizona, and taught graduate higher education courses in both states.

Dr. Bruce Vandal, vice president at Complete College America, directs the remedial education reform strategy and provides key policy leadership on CCA’s completion agenda. Before CCA, Bruce was the vice president of development and outreach as well as the director of the Postsecondary Education and Workforce Development Institute at the Education Commission of the States. Vandal directed Getting Past Go, a Lumina Foundation project that leveraged investments in remedial and developmental education to increase college attainment. He also directed Boosting College Completion for a New Economy, a two-year project supported by the Bill & Melinda Gates...
Foundation, which is working with state legislators to spur economic growth in states through increased college attainment rates. He was the co-director of the Tennessee Developmental Studies Redesign Initiative, which was a partnership with the Tennessee Board of Regents (TBR) to reform developmental education courses at TBR institutions funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education. Vandal also has directed projects on aligning education and workforce development policy, teacher preparation, and college access. He earned his Ph.D. in education policy and administration with an emphasis in higher education administration from the University of Minnesota.

Dr. Joan Leitzel was a professor of mathematics at Ohio State for 25 years and moved into administration as associate provost for curriculum and instruction. In 1990 she went to the National Science Foundation as a division director in the Directorate for Education and Human Resources, and then assumed the position of senior vice chancellor for academic affairs and provost at the University of Nebraska Lincoln. In 1996 she became president of the University of New Hampshire. She returned to Columbus in her retirement, worked with the Ohio Department of Education from 2004-2007 to design and launch its K-12 Mathematics Initiative, and served Ohio State one more year in 2008-2009 to lead the restructuring of Arts and Sciences. She currently chairs the Mathematics Initiative Steering Committee for the Ohio Board of Regents. Dr. Leitzel served on the board of directors of the National Association of State Universities and Land Grant Colleges (now APLU) and chaired the board of the American Association for Higher Education. She chaired the Mathematical Sciences Education Board at the National Research Council from 2000-2004 and currently is immediate-past-chair of the Conference Board of the Mathematical Sciences. Her baccalaureate degree from Hanover College, her master’s degree from Brown University, and her Ph.D. from Indiana University all are in the field of mathematics. Dr. Leitzel has received the Hanover College Distinguished Alumni Award, the Ohio State Award for Distinguished Teaching, the Ohio State Distinguished Service Award, and the University of New Hampshire Charles Holmes Pettee Medal.

Rodney Null is a professor of mathematics at Rhodes State College in Lima, Ohio. He has a master’s degree in mathematics education from The Ohio State University. His teaching experiences span some 30 years and include junior high school through college mathematics. He has served on Ohio’s College Tech Prep Advisory Council, the Math and Natural & Physical Sciences Transfer Assurance faculty panel, the Secondary to College Articulation Subcommittee, and the Math and Science College Readiness Faculty Panel. He is a former president of OhioMATYC, a recipient of Rhodes State College's Distinguished Teaching Award, Ohio Magazine's Excellence in Education Award, OhioMATYC's Distinguished Service award, and AMATYC's Teaching Excellence award.

Dr. Patrick Dowling currently serves as chair of the Department of Mathematics at Miami University in Oxford, Ohio, where he has taught since 1989. Prior to that he was a research instructor at The Ohio State University. Dr. Dowling received his baccalaureate and master’s degrees from University College Dublin in Dublin, Ireland, and his Ph.D. from Kent State University in Kent, Ohio.
Special Thanks

Thanks to Columbus State Community College for hosting the Charting the Course for Student Completion event and making arrangements for us to use this wonderful facility, and to all of those who took part.