

STUDENT RETENTION PROCESS MANAGEMENT TEAM
FINAL REPORT
April 19, 2007

Project Title - Transition to College: en-ABLE-ing students to succeed

The retention team is pleased to report that our primary goal of building a collaborative relationship between Owens and ABLE in order to ensure student success and improve retention has been achieved on the Findlay campus and is well underway on the Toledo campus. Findlay serves as a model of what we had hoped to achieve college-wide. As we began to implement our action steps, we found four unanticipated forces which impeded our progress on the Toledo campus:

1. Organizational changes in the Student Resource Center
2. Personnel changes in the ABLE program
3. Changes in admissions procedure
4. Lack of cooperation from other departments, offices and individuals who were concurrently pursuing their own agenda in building a collaborative effort between Owens and ABLE

The confluence of these forces created a climate that was unfavorable for fully implementing some of our action steps in Toledo.

Following is a list of our action steps with commentary on the status of each.

1. Create an ABLE office on both the Toledo and Findlay campuses.

The ABLE office on the Toledo campus is located in CH 130.
ABLE classrooms on the Toledo campus are located in the SHAC 107.
The ABLE office/classrooms on the Findlay campus are located in rooms 150 and 162.

2. Enforce the policy of earning a GED as mandatory to receive a college degree from Owens Community College.

Most recently, we have been informed that at this time this is not official college policy. This requirement is not stated in the current catalog. We do get different answers to this question depending on whom we ask. In place of this recommendation, an alternate procedure which was one of our team's future recommendations, has been implemented. The COMPASS is now being used to determine the ability to benefit for all students seeking admission to Owens including students who have earned a GED or diploma. If a student seeking admission to Owens scores below a prescribed

minimum on the COMPASS, the student is referred to the ABLE office. The ABLE office encourages these students to work within the ABLE program until they are deemed academically prepared (as determined by the developmental education department) to seek admission to Owens. This semester, a total of 105 students on the Toledo campus were deferred to ABLE. The number of those students who actually are in ABLE classes cannot be determined because students are referred to ABLE classroom locations throughout Lucas County. On the Findlay campus, approximately 54 students were deferred to ABLE. Of those, 36 students entered ABLE classes and four of those have already tested out of ABLE.

3. No longer applicable. (see #2)

4-7. Upon nearing completion of a GED, offer the opportunity to enroll in a .25 credit hour Transition to College Course at no cost to the student. Offer the .25 credit hour Transition to College Course to students entering the ABLE program by way of Workforce and Community Services. Administer the Transition to College Program through the Middle College. Assign faculty/staff to assist with the Transition to College Course.

A two credit hour course FYE 121 *Foundations for College* developed jointly by members of the DE dept. and Jason Tetzloff, Director, Student Success Initiatives, was deemed a replacement for our proposed Transition to College Course. This course is designed to accommodate at risk students including students who had sought admission to Owens but were deferred to ABLE based on their COMPASS scores. Once these students are able to enter Owens, they will be encouraged to take this course. FYE 121 will serve this population well. ABLE will pursue implementing our original transition-to-college course to serve students who enter ABLE directly once the climate for such change improves. Every detail for implementing the course has been worked out by our team including costs, personnel, and course outline.

8-9. In the offices of Enrollment Services, appoint lead advisors for The Transition to College Program. Hold advisor training update on the overall program.

In Findlay the entire advising team has been trained and is included in the advising process with frequent meetings between ABLE personnel and Owens advisors to ensure a seamless transition from Owens to ABLE and from ABLE to Owens.

In Toledo, advisors send students who cannot pass the COMPASS to Phil

Paskvan. As the number of these students increases, Phil is informally training some advisors to share in this process.

10. Hold student worker training on the overall program.

Student workers have been informed on the new procedure.

11. Create a brochure highlighting the Transition to College Program for distribution to all involved with advising and recruiting, as well as developmental education and GST faculty.

A brochure has been developed, but cannot be used until the Transition to College course is being offered.

This final report was compiled by members of the retention process management team:

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