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1986

# KING EDWARD JAMES

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Vancouver Community College VOLUME XII, No. 21  
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## HARRY E. PANKRATZ

The College has reached another sign-post of change with the announcement today that Harry E. Pankratz plans to relinquish the principal's chair at King Edward Campus.

Harry plans to stay with the college but will assume other duties in keeping with the new directions and the new challenges the College will face in the years ahead.

As you know, Harry has served the College in many capacities - Instructor, Dean, Regional Director of Instruction, Campus Principal - and has made important contributions to the College in all instances. We look forward to his continued contribution in his new role.

The timing of Harry taking up his new duties will depend on the progress made in the search and selection process to replace him. That process will be initiated in September.

P.G.

## MIRIAM BENNETT

Miriam Bennett, ESL Division Chairman, was recently re-elected to the Board of Directors for 1986/87 for the Canadian Society for Training and Development at the society's annual general meeting in Ottawa. Mrs. Bennett is the only member from B.C. on the new board.

The Canadian Society for Training and Development is a national organization which serves as the umbrella group for private, corporate, and public organizations involved in training and staff and program development. The work of the CSTD includes making representation at the national policy-making level on issues of common concern; promoting articulation and exchange of information among member groups throughout Canada; acting as a clearing-house for information pertaining to issues relevant to training and development; sponsoring appropriate work-shops and conferences in the field; and acting as liaison with other training and development groups in the U.S. and elsewhere abroad.

H.E.P.

## FROM CONTINUING EDUCATION

The fall schedule for CPR and First Aid courses is as follows:

Heartsaver: Wednesday, October 15 KEC 6 - 10 p.m.  
Monday, November 3 KEC 6 - 10 p.m.

CPR Basic Level 1: Tuesday/Thursday, August 19 & 20 KEC 6:30 - 9:30 p.m.  
Tuesday/Thursday, September 23 & 25 KEC 6 - 9 p.m.  
Tuesday/Thursday, October 21 & 23 KEC 6 - 9 p.m.  
Monday/Wednesday November 17 & 19 VVI 6 - 9 p.m.  
Tuesday/Thursday, December 2 & 4 kec 6 - 9 p.m.

CPR Basic Level 2: Tuesday/Thursday, August 26 & 28 KEC 6 - 10 p.m.  
Monday/Wednesday, September 29 & October 1 KEC 6 - 10 p.m.  
Tuesday/Thursday, November 4 & 6 VVI 6 - 10 p.m.

Red Cross Emergency/Heartsaver:  
Monday/Wednesday, September 22 & 24 KEC 6 - 10 p.m.  
Tuesday/Thursday, November 18 & 20 VVI 6 - 10 p.m.

Red Cross Standard First Aid/Basic 1:  
Saturday, September 20, 27 & October 4 KEC 9 - 4 p.m.  
Saturday, October 18, 22 & November 1 KEC 9 - 4 p.m.  
Saturday, November 15, 22 & 29 VVI 9 - 4 p.m.  
Saturday, December 6, 13, & 20 KEC 9 - 4 p.m.

Please remind your students and instructors if they need these courses, to register through Continuing Education - Nursing and Health at 687-1757. Additional courses can be arranged to fit your program schedules.

M.S.

## K.E.C. FACULTY/STAFF ACTIVITIES

Hong Wai	Revise and expand "ESL Trivia", a question and answer game. Duplicated classroom sets should be ready once the revised and expanded version is completed.	Aug. 15-29
Barbara Little	Professional readings.	Aug. 19-22
Jean Cockell	Attend BCAMT Summer Conference (BC Association of Mathematics Teachers).	Aug. 26-29

M.R.



## FOR YOUR INFORMATION

Vancouver Community College is pleased to announce three instructor training initiatives: the Train the Trainer Program, the Instructor Training Program, and the Instructional Computer Awareness and Applications Program. All three programs will be offered at the Vancouver Vocational Institute (VVI) campus (250 West Pender Street).

### TRAIN THE TRAINER PROGRAM\*

This program is designed to prepare the technician, technologist, tradesperson or professional with the necessary knowledge and skills to train others. The program forms the first level of the more advanced Instructor Training Program, described below. The Train the Trainer Program emphasizes a highly practical 'hands on' approach to the design and delivery of instruction and the evaluation of learning. Course titles are: Program Design, Giving of Instruction, Evaluation of Learning and a Practicum.

This program is open to individuals who are presently, or will be expected to conduct training in business and industry or in private and public vocational/technical institutions.

Total length of this program is 120 hours (4 courses of 30 hours each). A College Certificate is awarded on successful completion of the program.

### INSTRUCTOR TRAINING PROGRAM\*

This program is an advanced training program. The first level includes three courses from the Train the Trainer Program; namely Program Design, Giving of Instruction and Evaluation of Learning, plus the second advanced level which includes four additional courses: Adult Development and Education, Instructional Media Use, Evaluation of Instruction, and Introduction to Computer Support Applications. The courses may be taken in any sequence. A College Certificate for this advanced program is awarded to participants who successfully complete all seven courses.

This program is open to individuals who are presently, or will be expected to conduct training in business and industry or in private and public vocational/technical institutions.

Total length of this program is 210 hours (7 courses of 30 hours each).

\* All VCC employees, upon successful completion of any of these program courses will have their fees re-bated.

Continued...

### INSTRUCTIONAL COMPUTER AWARENESS & APPLICATIONS PROGRAM

This program is primarily intended for people in all areas of education. The program has three mandatory and two optional courses. The courses cover aspects of computer literacy for educators, their support staff and administrators. In order to earn a College Certificate, individuals must complete four of the courses as listed: Introduction to Computer Support Applications, Word Processing, Fundamentals of Information Processing and either Instructional Support Applications or Introduction to Programming in Basic.

A College Certificate is awarded on successful completion of the program.

Attached is a schedule of classes to be offered at the College.

#### PART-TIME SCHEDULE

<u>COURSES</u>	<u>DATES AND TIMES</u>	<u>FEES</u>
Program Design	16 Sept. - 18 Nov. 1800 - 2100	\$120
Giving of Instruction	17 Sept. - 19 Nov. 1800 - 2100	\$120
Evaluation of Learning	16 Oct. - 18 Dec. 1800 - 2100	\$120
Introduction to Computer Support Applications	8 Sept.- 6 Oct. 1800 - 2100	\$120
Introduction to Computer Support Applications	11 Sept.- 9 Oct. 1430 - 1730	\$120
Adult Development and Education	11 Sept. - 13 Nov. 1800 - 2100	\$120
Instructional Media Use	8 Oct. - 10 Dec. 1800 - 2100	\$120
Evaluation of Instruction	6 Nov. - 22 Jan. 1800 - 2100	\$120

#### PROGRAM

Instructional Computer Awareness & Applications Program	Sept. 8 - Oct. 3 0900 - 1500 Monday to Friday	\$480
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Approximately \$15 per course should be allowed for books and materials.

R.F.C.





# INNOVATION ABSTRACTS

VOL. VIII  
NO. 17

Published by the National Institute for Staff and Organizational Development  
With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

## THE SUCCESS CONNECTION: EXAMINING THE FRUITS OF EXCELLENCE

In 1985 we conducted two studies of teaching excellence in American schools and community colleges. The first study is reported in the recently published *Profiling Excellence in America's Schools*, available from the American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209-9988. The second report, *Access and Excellence: The Open Door Challenge*, will be published by the Community College Press, a Division of AACJC, in September 1986.

In this abstract we summarize the findings from our study of reforms and outcomes at Miami-Dade Community College, the institution nominated by our panel of nationally-recognized experts as the community college with the best reputation for excellence in teaching. As a result of our intensive case study at Miami-Dade, we identified several basic reforms—all directed at the improvement of student success. Our discussion here will focus on those reforms most directly related to improved student persistence and achievement.

### Results of the Reform at Miami-Dade Community College

**Placement Testing**—As part of the reform system, Miami-Dade reinstated placement testing. The Comparative Guidance and Placement (CGP) test in reading, writing, and computation is used to place students. Using the CGP, students who are in college for the first time, students having earned 15 college credits or more, and students wishing to enroll in any math or English course are required to be tested. If the CGP results indicate that students are deficient in any of the basic skills areas, they are required to take developmental courses and are restricted in other coursework and course load.

Statistics documented that as a result of entry assessment and mandatory placement, retention declined in the first year (50% to 45%), but increased in the following year (50% to 52%). Black students showed an increase in retention rates (32% to 48%), but black students entering in 1979 showed a 25 percent increase in the three-year graduation rate over those entering in 1976 (when the system was not in effect). The enrollment level stayed flat during the implementation of the entry assessment and mandatory placement system. Statistics compiled for developmental students who had been in the system at Miami-Dade for three years revealed that for students tested who needed one developmental course, 51% were still in the system or had graduated. Of students tested who needed two developmental courses, 52% were still in the system or had graduated; and for students tested who needed three developmental courses, 47% were still in the system or had graduated. These statistics also revealed that if a student takes developmental courses when they are recommended, his/her chances of graduating are nine times better than if he/she chooses to decline them.

**Standards of Academic Progress**—The Standards of Academic Progress (SOAP) is a system whereby student performance is monitored and credit load is controlled beginning once a student has completed seven credits. This system incorporates three levels of feedback, including warning, probation, and suspension for those students who have a low grade point average or excessive withdrawals from classes. Thirteen thousand students have been suspended from Miami-Dade in the past five years under the provisions of the Standards of Academic Progress. Miami-Dade views these suspensions as evidence of their decision to convey the message to non-achieving students that there is no longer any help that the college can provide for them and that every effort has been extended to help them achieve success. It is interesting to note, however, that many of the suspended students eventually return to the college; and when they do, their performance is generally much improved.

A study conducted on the SOAP revealed that this system was clearly related to improved student academic performance. The suspension rate has declined each term for the last four terms, and studies conducted on the pool of students eligible for suspension reveal that this decline is the result of improved performance on the part of students, rather than to increasing numbers of students leaving Miami-Dade. The study also revealed that the load restrictions and other supportive SOAP measures are producing the intended outcomes of increased student performance, persistence and success.

**Student Information Systems**—Through the use of the Academic Alert System, all students receive individualized information concerning their current academic progress when they have been in attendance





approximately six weeks into each term. In a survey conducted on the use of the Academic Alert System, 93% of the students at Miami-Dade indicated that they appreciated receiving the personalized information when it was still possible to implement a plan for corrective action, and faculty expressed satisfaction with the results, as well.

The Advisement and Graduation Information System (AGIS) keeps students informed of the progress they are making towards completing the requirements of a specific program of study, performs checks for those graduating by pinpointing completed courses and currently enrolled courses, and recommends courses which are required for an unencumbered transfer to an upper-division university.

*Intervention*—A study of Miami-Dade's intervention system revealed that early assistance and more direction for those experiencing difficulty help students to improve performance. Statistics from the study revealed that when 4,171 students were alerted through the use of the Academic Alert System, 82% were able to avoid being placed on academic warning at the end of the school term. A study at Miami-Dade's South Campus revealed that of 624 students who were experiencing academic difficulty, those that did seek assistance—in the form of a course which dealt with study skills, time management and personal goals—showed a dramatic increase in performance. The grade point average of these students increased by .88 (on a 4.0 scale). Subsequently, those students who did not take advantage of additional assistance services experienced a decline in their grade point average of .44. This study also revealed that the students who did seek additional assistance had an increase of 74 percent in successful course-completion rate, while those students who did not seek additional assistance experienced a decline.

A study over a period of three years indicated that the percentage of students performing satisfactorily in all courses at midterm has increased from 45 to 52 percent. In a comparison of two groups of students at Miami-Dade, 86 percent of the students who were alerted to improve their performance at the middle of the term met the required academic standards at the end of the term, in contrast to only 76 percent of those students who were not provided with any information. Statistics from the study also revealed a strong positive correlation between attendance and academic performance. The faculty now maintain attendance records for all classes, and attendance is one of the items reported on the Academic Alert System.

*The College Level Academic Skills Test*—The College Level Academic Skills Test (CLAST) was first given in Florida in the fall of 1982. This test was a condition for proceeding to the junior year in state universities. The results of the June 1983 administration of the CLAST show that Miami-Dade Community College Associate Degree graduates post high scores in computation as compared to other colleges and universities. The Miami-Dade Associate in Arts graduates had a mean score in computation that was higher than 25 of the other 27 community colleges, and six of the nine universities. These results were particularly impressive in view of the fact that approximately 50 percent of the entering students at Miami-Dade test as deficient in mathematics in the college placement test.

### Conclusion

Our study of Miami-Dade Community College documents well what colleges can do to be more successful with today's diverse student populations. These students can succeed if the community college builds, and enforces, responsible policies and procedures to keep students from making other irresponsible decisions in their lives. Miami-Dade is a model of open-access with solid evidence of quality in teaching.

John E. Roueche  
Professor and Director, CCLP  
University of Texas at Austin

George A. Baker, III  
Associate Professor of Educational Administration  
University of Texas at Austin

Abstracted and edited with permission of the *Community, Technical, and Junior College Journal* (AACJC), April, 1986.

*Access and Excellence: The Open Door Challenge* can be ordered from the Community College Press, American Association of Community, Technical, and Junior Colleges, One Dupont Circle N.W., Suite 410, Washington, D.C. 20036.

Suanne D. Roueche, Editor  
August 8, 1986, Vol. VIII, No. 17

INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Texas 78712, (512) 471-7545. Subscriptions are available to nonconsortium members for \$35 per year. Funding in part by the W. K. Kellogg Foundation and Sid W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and monthly during the summer.

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ISSN 0199-106X



BOOKSTORE HOURS FOR SEPTEMBER -

Week 1 (Sept. 2-5)

Tues, Wed, Thurs. - 8:30 - 8:30 pm (closed 5-6 pm for dinner & clean-up)  
Friday (5th) - 8:30 - 4:00 pm

Week 2 & 3 (Sept. 8-12)(Sept. 15-19)

Mon, Tues, Wed, Thur. - 8:30 - 8:00 pm (closed 5-6 pm for dinner & clean-up)  
Friday (12th & 19th) - 8:30 - 4:00 pm

Week 4 & on (Continuing to end of '86)- Regular hours as follows:

Mon, Tues, Fri. - 8:30 - 5:00 pm  
Wed, Thurs. - 8:30 - 8:00 pm

If anyone has special needs that cannot be accommodated by these hours, please let me know.

Karen

HOLIDAYS

I will be on holiday August 27-29 inclusive. During my absence, Ron Fussell will be here to handle any problems in the Humanities Department. My term as Department Head of Humanities expires on August 31, and Ron Fussell takes over on September 1. I wish to thank Administration and all the support staff for the many years of help and support they have given me. I know you will give my successor the same help and support. Cheers.

Betty Pletcher

ANNOUNCEMENT

Yesterday morning at the College Executive Committee meeting - and later, at a brief meeting with the members of the KEC Management Committee - I announced that I would not be continuing as principal of King Edward Campus. (Mr. Gallagher's announcement appears elsewhere in today's issue of the Times.)

The years have gone by quickly - and they've been good years, despite restraint. I've enjoyed working with and for you.

H.E.P.

VACATION

I shall be on vacation from Monday, August 25th until Friday, September 5th, returning on Monday, September 8th. During my absence, Dean G.A.R. Sylvester will act on my behalf.

H.E.P.

### POSITION OPENINGS

V.C.C./V.V.I. requires a Clerk I for Hairdressing. Closing date for applications is August 25th.

V.C.C./V.V.I. requires an Instructional Assistant I for the Building Service Worker Program (temporary). Closing date for applications is August 29th.

V.C.C./V.V.I. requires a Coordinator II for the Small Business Developmental Centre. Closing date for applications is September 5th.

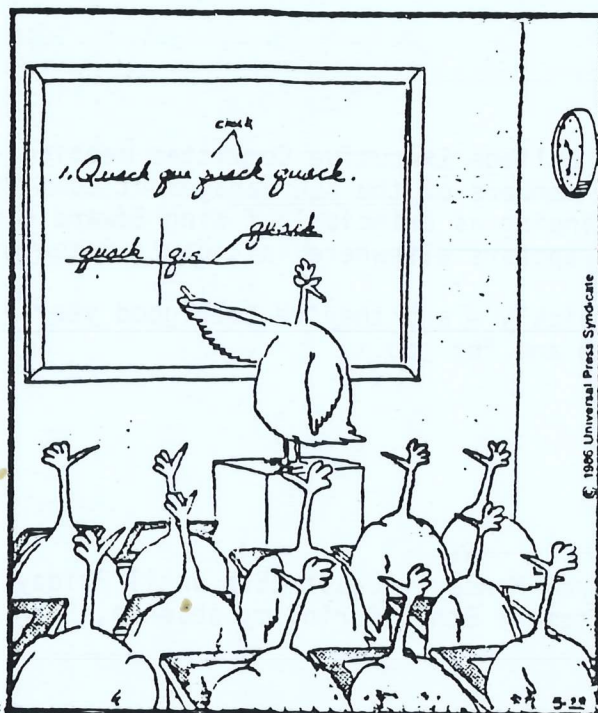
V.C.C./V.V.I. requires a Part-Time Cafeteria Cashier - Counter Person for the Food Trades Department (temporary). Closing date for applications is August 26th.

V.C.C./V.V.I. requires a Program Assistant I for the Dental Department. Closing date for applications is August 26th.

V.C.C./Langara Campus requires a Secretary III for the Principal's Office. Closing date for applications is August 29th.

For further information on the above positions, please see bulletin boards.

H.E.P.



.....Beginning Duck Class.....