

**PROJECTS APPROVED FOR REPLICATION  
BEST PRACTICES  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

The following is a list of projects currently approved for replication by the community and technical colleges. Descriptions of each of the projects are attached. Colleges may not replicate a Best Practice project they originally created or replicate the same Best Practice project more than one time (with the exception of Non-traditional projects).

**Click (ctrl + click) on the project name from the list below to go to the project description. Click (ctrl + click) on the category name(s) in the project description (under the college/contact information) to come back to this menu.**

**Adapting to Emerging Technologies**

- Assessment for Placement in Computer Information Systems Classes
- Building Complex Automated Systems
- Comprehensive Assessment and Response to Student Needs Using a Technology-Enhanced Peer Support System
- Computer Information Systems-Critical Thinking
- Computer Information Systems-Digital Advisor
- Computer Literacy for Low Level Readers
- Co-op Work Experience
- Defining and Implementing Technical Competency Placement
- Designing Simulations Using Second Life
- Developing and Implementing Alternative Delivery Models for Web-enhanced Faculty Training
- Dual Enrollment: High School Pathways to College and Careers
- E-Commerce Development for Small Business
- Early Childhood Education-STARS 20-hour Training via Portable Courseware
- Electronic Calendar/Scheduler for Healthcare Providers
- Entrepreneurship Education
- Evaluating and Inventorying Business and Industry Training as Credit Toward a Degree
- Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation
- Innovations in Health Care Leading to Innovations in the Spokane Falls Community College Occupational Therapy Assistant Program
- Keeping It Together – The Kit
- Office Model
- On-line “Recipes” for UDL Instructional Strategies
- Online Teaching Through Web-Enhanced Courses
- Paperless Charting Software for Medical Assisting Program
- Professional-Technical Podcasting Development
- Rich Media & Technology Integration in Academic Support
- Self-Paced, Laboratory Environment Computing Application Courses
- Teaching Lab
- Training for Implementation of eRecruiting.com
- Training Students for Roles as Hospital Support Staff During Hazardous Materials or Terrorism Events
- Universal Design for Learning and Learning Assessment System
- Via Nueva

- Wimba-Enhanced Curriculum Design Institute
- Workforce Strategic Enrollment Management Plan

### **Assessment and Follow-Up**

- ACCESS to College
- Anti-Bias Curriculum and Children’s Education Survey
- Assessment for Placement in Computer Information Systems Classes
- Comprehensive Assessment and Response to Student Needs Using a Technology-Enhanced Peer Support System
- E-Commerce Development for Small Business
- Early Childhood Education Portfolio Project
- Ensuring a Future Nursing Workforce
- Nursing Concept Map Integration
- Nursing Learning Communities
- Peer Mentoring
- Prior Learning Assessment of an Introductory Education Course
- Professional-Technical Graduate Report
- Teaching Lab
- Program Viability Analysis
- Workforce Strategic Enrollment Management Plan

### **Business and Industry Partnerships for Program Improvement**

- Center for Workforce Education and Training
- Community Support in Networking – Student Team
- Community, Hospitality, Education, Farms and Sustainability (C.H.E.F.S.)
- Consortium for Training in Homeland Security
- Co-op Work Experience
- Developing a Machinist Training Credentialing System with the National Institute for Metalworking Standards (NIMS) for Machining Programs in Washington State
- Cross-campus Business Outreach Program
- E-Commerce Development for Small Business
- Electronic Calendar/Scheduler for Healthcare Providers
- Embedding the Entrepreneurial Mindset in the Curriculum
- Ensuring a Future Nursing Workforce
- Ensuring a Future Skilled Workers Workforce For Grant and Adams County
- Entrepreneurship Education
- Entrepreneurship in Hospitality Programs
- Evaluating and Inventorying Business and Industry Training as Credit Toward a Degree
- Military Pathways Development and Implementation
- Non-traditional Student Retention via Employer Outreach
- Paperless Charting Software for Medical Assisting Program
- Pre-Employment Testing and Certification
- School-to-Career Summer Academy
- Student Legal Clinic
- The Professional Medical Assistant - Simulation Scenarios and Curriculum for Practice and Integration of Professionalism
- Training for Implementation of eRecruiting.com
- Training Students for Roles as Hospital Support Staff During Hazardous Materials or Terrorism Events
- Web Internship

## **Career Pathways**

- Dual Enrollment: High School Pathways to College and Careers
- Military Pathways Development and Implementation

## **Competency-Based Education**

- Allied Health Core CDs
- Are We Teaching What Students Need to Know? A Reassessment of Communications Curriculum
- Computer Literacy for Low Level Readers
- Consumer to Provider Program
- Defining and Implementing Technical Competency Placement
- Early Childhood Education Portfolio Project
- Embedding the Entrepreneurial Mindset in the Curriculum
- Entrepreneurship Education
- Evaluating and Inventorying Business and Industry Training as Credit Toward a Degree
- Fast Track GED, Life Skills, and Learning Disability Assessment for WorkFirst
- Military Pathways Development and Implementation
- Modularizing Developmental Math Curriculum
- Nanotechnology Curriculum Development
- Nursing Concept Map Integration
- Peer Mentoring
- Prior Learning Assessment of an Introductory Education Course
- Research National IT/Basic Skills Integrated Projects and Best Practices and Develop Curriculum for Integrated Certificate Program
- Self-Paced, Laboratory Environment Computing Application Courses22
- Teaching Lab
- Tribal Partnership
- Variable-Credit and Competency-Based Curriculum: Linking Learning and Workforce Development
- Workforce Competency-Based Math

## **Curriculum Development Projects**

- Anti-Bias Curriculum and Children's Education Survey
- Applied Math Program
- Are We Teaching What Students Need to Know? A Reassessment of Communications Curriculum
- A Bridge to Healthcare for ESL Students
- Consortium for Training in Homeland Security
- Consumer to Provider Program
- Cross-cultural Student Nurse Experience
- Curriculum Development Database
- Electronic Calendar/Scheduler for Healthcare Providers
- Embedding the Entrepreneurial Mindset in the Curriculum
- Ensuring a Future Nursing Workforce
- Entrepreneurship in Hospitality Programs
- Family Support for WorkFirst Parents in Transition
- Healthcare Core
- Help Desk – Technical Support Degree
- Innovations in Health Care Leading to Innovations in the Spokane Falls Community College Occupational Therapy Assistant Program
- Learning Online – Getting Started, A Distance Learning Student Primer Online Course

- Math in Industry Website and Visiting Math Instructor
- Mentoring for Entrepreneurs
- Modularizing Developmental Math Curriculum
- Nanotechnology Curriculum Development
- Nursing Concept Map Integration
- Offering Education Courses for Teaching English Language Learners
- Office Model
- Pathfinder
- Prior Learning Assessment of an Introductory Education Course
- Research National IT/Basic Skills Integrated Projects and Best Practices and Develop Curriculum for Integrated Certificate Program
- Rich Media & Technology Integration in Academic Support
- Serving the 50+ Crowd in Your Community
- Student Legal Clinic
- The Professional Medical Assistant - Simulation Scenarios and Curriculum for Practice and Integration of Professionalism
- Teaching Lab
- Tribal Partnership
- Universal Design for Learning and Learning Assessment System
- Via Nueva
- Web Internship
- Workforce Competency-Based Math

#### **Distance Education**

- Allied Health Core CDs
- Developing and Implementing Alternative Delivery Models for Web-enhanced Faculty Training
- Ensuring a Future Nursing Workforce
- Learning Online – Getting Started, A Distance Learning Student Primer Online Course
- Online Teaching and Learning Through Web-Enhanced Courses
- Statewide Anytime, Anywhere Professional Technical Instructor Orientation
- Water Supply/Wastewater Technology Online Program

#### **Implementation of Training Appropriate to WorkFirst**

- Career Education Options
- Computer Literacy for Low Level Readers
- Customer Service and Relations Training
- Excellence in Teaching and Learning: Lighting a Fire, Fanning the Flames
- Family Support for WorkFirst Parents in Transition
- Fast Track GED, Life Skills, and Learning Disability Assessment for WorkFirst
- Healthcare Core
- Integrated ESL and Technical Team Teaching
- Paperless Charting Software for Medical Assisting Program
- Professional/Technical Education Handbook
- Research National IT/Basic Skills Integrated Projects and Best Practices and Develop Curriculum for Integrated Certificate Program
- Tribal Partnership
- Via Nueva

### **Integration of Basic Skills**

- Are We Teaching What Students Need to Know? A Reassessment of Communications Curriculum
- A Bridge to Healthcare for ESL Students
- Modularizing Developmental Math Curriculum
- Research National IT/Basic Skills Integrated Projects and Best Practices and Develop Curriculum for Integrated Certificate Program
- Tribal Partnership
- Via Nueva
- Workplace Skills for English-Limited Learners

### **Non-Traditional Employment and Training**

- Career Exploration for Female High School Students
- Connections
- Get Launched in Technology Through Education and Resources
- Gifted Individuals Realizing Leadership Skills (G.I.R.L.S.)
- Girl Power Conference
- Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation
- Non-Trad Outreach Through Education and Employment Fairs
- Non-traditional Student Retention via Employer Outreach
- Public Safety Career Events
- Recruitment Tool: Men in Nursing Calendar
- Recruitment Tool: Using Video in Non-Traditional Recruitment
- Reflections from Women – DVD for Schools
- The Road Less Graveled
- Try-a-Trade/Try-a-Technology

### **Recruiting and Advising**

- ACCESS to College
- Anti-Bias Curriculum and Children's Education Survey
- Articulation Agreement Procedure
- Assessment for Placement in Computer Information Systems Classes
- Career Development Facilitator Training and Certification
- Career Education Options
- Career Exploration for Female High School Students
- Career & Technical program recruitment and career planning DVD
- [Comprehensive Assessment and Response to Student Needs Using a Technology-Enhanced Peer Support System](#)
- Co-op Work Experience
- [Dual Enrollment: High School Pathways to College and Careers](#)
- Evaluating and Inventorying Business and Industry Training as Credit Toward a Degree
- Gateway to Success
- Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation
- Mandatory Student Advising
- Non-traditional Student Retention via Employer Outreach
- Nursing Learning Communities
- Offering Education Courses for Teaching English Language Learners
- Peer Mentoring
- Practical Application for Federal Income Tax

- Prior Learning Assessment of an Introductory Education Course
- Professional/Technical Education Handbook
- Program Recruitment Videos
- Public Safety Career Events
- Recruitment Tool: Men in Nursing Calendar
- Recruitment Tool: Using Video in Non-Traditional Recruitment
- Student Transition Conference
- Training for Implementation of eRecruiting.com
- Tribal Partnership
- Try-A-Professional/Technical Career
- Workforce Strategic Enrollment Management Plan
- [Women in Trades Empowerment Training Series](#)

### **Other**

- Addressing Workforce Needs Through Integration of Credit and Non-Credit Programs
- [Aligning the Early Childhood Education AAS degree with the National Association for the Education of Young Children \(NAEYC\) Standards](#)
- Challenge-by-Choice Course Experience
- Consortium for Training in Homeland Security
- E-Commerce Development for Small Business
- Fast-Track IT Training Program
- Individualized Certificate Program
- Nursing Learning Communities
- Offering Education Courses for Teaching English Language Learners
- Part-Time Faculty Orientation
- Peer Mentoring
- Retention of Women in Information Technology
- Teaching Lab
- Training for Implementation of eRecruiting.com
- Tribal Partnership

## **ACCESS to College**

Centralia College

*Assessment and follow-up; recruiting and advising*

In order to promote access and educational attainment to non-traditional students including students with physical disabilities, Centralia College hired two consultants to provide an independent analysis of access issues on campus. Issues examined were disability parking, snow removal, transportation, facilities, policies, and procedures. Both consultants produced a report of their findings, which will be used to assist the college in setting priorities for improving access on campus. Funds were also used to purchase diversity library resources and diversity posters. Centralia will share the two reports with other colleges upon request.

## **Addressing Workforce Needs through Integration of Credit and Non-Credit Programs**

Bellevue Community College

*Other – new models of delivering workforce education*

Community and technical colleges are looking for innovative and cost-effective methods for delivering workforce education. A potential solution to addressing these challenges is to design and implement programs that allow co-enrollment of credit and non-credit students in the same classes. Integration of credit and non-credit programming supports allows colleges to maximize resources and supports the delivery of high demand skills training in a flexible format to meet the needs of the workforce. Through implementation of two pilot programs, this project resulted in identification of issues, barriers, and potential solutions to integrating credit and non-credit courses. The project brought benefit by serving as a platform for communication and brainstorming of ideas between credit and non-credit faculty. It is recommended that colleges continue to pursue the integrated model and that identified barriers continue to be addressed at the state and local levels.

## **Allied Health Core CDs**

Yakima Valley Community College

*Competency-based education; distance education*

In order to best meet the needs of medical assisting students through their large geographic service area, the college videotaped all clinical skills. With a software system, they compressed the video for Internet delivery. Students could study these skills at a location of their choice over the Internet or obtain a CD with a copy of the demonstrations. To accomplish mastery of required clinical competencies, students read required text materials, viewed demonstrations on CD/Internet, and completed a written test with a minimum score of 90 percent. Students then scheduled time to practice and demonstrate hand-on competencies in a campus lab. This greatly reduced the need to travel to the Yakima campus as students needed only to visit the campus as few as four times during the quarter that the clinical procedures class was completed.

## **Aligning the Early Childhood Education AAS degree with the National Association for the Education of Young Children (NAEYC) standards**

Highline College

*Other: Program accreditation tool*

This project focused on aligning the Early Childhood Education AAS degree with the National Association for the Education of Young Children (NAEYC) standards for Initial Early Childhood Professional Preparation Programs through a rigorous process. This included a review of program

eligibility, formal application for accreditation, program self-study, submission of the written self-study report, followed by peer review, a program visit and a commission accreditation decision. Currently there are no accredited ECE programs in Washington State and this work builds on the common short certificates in ECE.

The final products for this grant included:

- Procedural Outline for Accreditation that can be used by other colleges to provide a more detailed guide to the accreditation process with helpful hints and resources.
- Alignment Tool created and used to align HC degree outcomes with NAEYC standards, identify assignments and learning opportunities, and the key assessments used to measure the outcomes.

### **Anti-Bias Curriculum and Children's Education Survey**

South Puget Sound Community College

*Assessment and follow-up; curriculum development projects; recruiting and advising*

In our growing multicultural society, where global and diversity awareness has been brought to the forefront, the field of early childhood education has recognized that individuals develop a perspective of others from different diverse backgrounds or capabilities that may evolve into bias and prejudice. Studies have found that by four years of age children have been found to start voicing racial reasons for not choosing to interact with specific children. The anti-bias curriculum and educational survey was developed and sent out to assess the level to which the educational environments, specifically child care centers, in home child care, preschools, and K-3 grade classrooms, adapted to the changing society. Completion of the survey allowed educators and child care providers an opportunity to review their learning environments and make appropriate changes. It also allowed for curriculum changes so that colleges can meet the needs of future educators and child care providers.

### **Applied Math Program**

Peninsula College

*Curriculum development projects*

This program provides colleges with a document with steps A to Z on how to end up with applied math courses that are signed off as college level by accreditation, businesses, professors and advisory committees. It is a model program, in demand by a number of community colleges throughout the state. It helps solve the problem of agreement around what constitutes college level applied math programs. In addition, student success rates have improved significantly over previous math requirements.

### **Are We Teaching What Students Need to Know? A Reassessment of Communications Curriculum**

Renton Technical College

*Competency-based education; curriculum development; integration of basic skills*

This project revised the English/communications curriculum at Renton Technical College to ensure that each course is articulated and leads to English 101. The project also examined full-time program needs and revised curriculum to ensure classes meet the needs of various professional-technical programs. A task force with representation from across campus developed a survey to assess the English/language arts needs of various programs and created a sequence of developmental and applied English classes that provide curriculum scope and sequencing that meets college needs.



### **Articulation Agreement Procedure**

South Seattle College

*Recruiting and advising*

SSC accomplished three major objectives with this grant: (1) identified all existing and pending articulation agreements, at the high school and baccalaureate levels, (2) developed and proposed college-wide articulation agreement procedure, and (3) incorporated articulation agreements into recruiting by including the information on its web site and in recruiting brochures.

### **Assessment for Placement in Computer Information Systems Classes**

Everett Community College

*Adapting to emerging technologies; assessment and follow-up; recruiting and advising*

Everett Community College developed an assessment tool in order to place students in appropriate computer classes. There were five phases to the project: program and refine a computer-adaptive assessment tool for entry placement in CIS curriculum; survey CIS faculty for key competencies and question sets for four entry points in the CIS curriculum; test the question sets for validity and reliability; set cut-off scores for course placement; and implement the new assessment with training for advisors. Placement scores not only ensure that students are enrolled in the appropriate level of computer courses, but also assist in entry/general advising, especially when there are no CIS faculty available.

### **A Bridge to Healthcare for ESL Students**

Shoreline Community College

*Curriculum development projects; integration of basic skills*

In response to a shortage in healthcare personnel and ESL students with an interest in healthcare occupations, Shoreline added a course to their ESL to Healthcare Bridge titled “Anatomy and Physiology for ESL Students.” The course was developed and taught by a two person team – the science instructor who teaches the traditional anatomy and physiology class and the ESL instruction who was instrumental in developing other parts of the healthcare bridge.

### **Building Complex Automated Systems**

Centralia College

*Adapting to emerging technologies*

Traditional electronics programs have focused on the equipment used in the automation process. This project is new and innovative as the primary focus is on the process and how the robotic and automated equipment allows the process to run efficiently, impacting the bottom line in a positive way. Students will be introduced to a variety of technologies that will allow them to critically determine the combinations that will most efficiently produce desired results. Increased enrollments and number of completers will be another very important measurable outcome of this best practices innovation.

## **Career Development Facilitator Training and Certification**

Lower Columbia College

*Recruiting and advising*

In a two-phased project, Lower Columbia College and Clark College collaborated to provide front-line career center staff with the skills required to meet the needs of students, community members, dislocated workers, and others in need of career and employment services. During the first phase, the college contracted with an instructor to train career counselors and senior career staff to provide instruction in the “Facilitating Career Development” curriculum. In the second phase, front-line staff from the colleges’ career centers received instruction required for national certification as a Career Development Facilitator.

## **Career Education Options**

Shoreline Community College

*Implementation of training appropriate to WorkFirst; recruiting and advising*

The Career Education Options (CEO) program helps improve employment opportunities for young adults who have not completed high school. Students between the ages of 16 and 22 enrolling in Shoreline’s CEO program participate in individual assessment and classroom activities which help them clarify their academic and career goals. Through professional/technical and pre-employment classes, students develop life skills and learn effective job search and interviewing strategies. Job training is also part of the program.

## **Career Exploration for Female High School Students**

Highline Community College

*Non-traditional employment and training; recruiting and advising*

Highline Community College’s engineering and computer science departments invited female high school juniors and seniors to attend half day workshops exploring computer science and engineering careers. Students attended a general orientation session and then circulated into various workshops exploring areas of study such as: web based technologies, computer forensics, networking, informatics, mechanical engineering, civil engineering, electrical engineering, computer assisted design (CAD).

Sessions were taught by professional technical faculty in the content areas and lasted 45 minutes to one hour in length. The focus was on experiential learning with opportunities for feedback. Students explored technology, equipment and materials unique to each field of study. Problem solving and application activities were integrated into the participatory workshops. Students were actively engaged in individual and small group learning sessions. At the close of the workshops, students gathered in a large group and faculty presented an overview of available career pathways. Students were then able to meet with faculty for one-to-one advising.

## **Career & Technical Program Recruitment and Career Planning DVD**

Walla Walla Community College

*Recruiting and advising*

Walla Walla Community College developed a career planning DVD presentation that supplements career day events at local high schools. The career planning DVD provides a consistent and proven message to prospective students that emphasizes the value of an education in achieving personal lifestyle goals while supporting enrollment in non-traditional career and technical programs. The ultimate goal is to encourage continuing education. Specific training program recruitment is a follow-up activity after a student has expressed a desire to obtain continuing education. The DVD is available for wide dissemination and designed for use by any institution with only minor changes.

## **Center for Workforce Education and Training**

South Seattle College

*Business and industry partnerships for program improvement*

South Seattle College implemented a strategic vision and plan that included: business, labor, economic development, city, county, port district, and community group support for a Center of Excellence for the Duwamish Training Center. The college brought together a broad based coalition of regional groups to provide expertise, services, and input into the plan. The coalition formed the Puget Sound Center for Industrial Excellence and has provided a blueprint for the coalition to provide incumbent worker and low-income resident training for local businesses.

The project created a long-term vision and plan for incumbent worker training, facilities master plan, one-stop business, technical assistance and training for the Duwamish area. Additionally, the project negotiated a land swap with the Department of Natural Resources to consolidate land and facilities identified by the coalition as necessary to meet their goals. Finally, the project expanded the list of partners.

## **Challenge-by-Choice Course Experience**

Peninsula College

*Other – retention*

The Peninsula College Challenge-by-Choice course is now being used by many professional technical programs and liberal studies classes to improve retention and break down discussion barriers that generally occur at the beginning of classes. As an example, the auto and diesel program, including the instructors, schedule the course at the beginning of the fall term. Students learn to work together on problem-solving activities on the Course and continue to help each other in the classroom and in the shop. Retention in these programs is over ninety percent this academic year. Our Learning Community last fall, a course that combined English and Economics, used the course to have the students get to know and trust each other during the first week of classes. This led to good teamwork and discussions right from the beginning of the course. The course is scheduled by outside community groups including sports teams and executive management teams.

## **Comprehensive Assessment and Response to Student Needs Using a Technology-Enhanced Peer Support System \*NEW\***

Bellingham Technical College

*Assessment and follow-up; recruiting and advising; adapting to emerging technologies*

Two Student Retention Ambassadors were hired to focus on a variety of retention-related projects and initiatives. These students called all first and second quarter students to personally connect them with resources such as tutoring, advising, and funding options offered at BTC. These calls also helped connect first and second quarter students to the new StudentLingo online success workshops that provide students with 24-hour access to academic and career exploration, time and stress management tips, information on common traits of successful college students, and skills for maximizing the college experience. Additionally, they made phone calls to all new veteran students to help connect them to BTC's new veteran peer mentoring program, Pathfinders and other campus resources. The Student Ambassadors also provided peer assistance registering for courses summer and fall quarter, and spent time in the Tutoring Center and Basic Skills department, mentoring and coaching other students one-on-one or in small groups. They gathered detailed information about program supply costs and began formulating an accessible and comprehensive tool to share with incoming and current students. They assisted at the Lunch with an Advisor table in the Cafeteria at lunch, and helped answer general questions during drop-in hours in the Financial Aid office.

## **Computer Information Systems-Critical Thinking**

Olympic College

*Adapting to emerging technologies*

Only few CIS classes use a formal critical thinking analysis as means of promoting and assessing critical thinking based on Richard Paul's work. Since only a few instructors embed critical thinking into their class, many students find critical thinking confusing and frustrating as they switch between classes, especially for online students. Developing a common resource Web site will promote critical thinking and will provide a common presentation of critical thinking, support students better with their understanding of critical thinking (especially online students). The Web site will provide support in the form of tutorials, introducing critical thinking, examples of critical thinking in CIS, online quizzes, critical thinking rubrics for faculty, and links to other sites that support critical thinking.

## **Computer Information Systems-Digital Advisor**

Olympic College

*Adapting to emerging technologies*

This project is an online advising site that supports the interests of the Computer Information Systems programs, advising for new and current students, and CIS advisors. Students select their program and classes, and then the system directs them to the best selection of classes based on their needs and current class offerings as well as access to other supporting resources like the new CIS Common Core project. The system also performs an audit of completion of numerous short-term CIS certificates and includes the process to apply for certification once courses are completed. Many of the short-term certificates are embedded in most CIS ATA degrees. In addition, student inquiries are automatically be forwarded to appropriate on-duty CIS faculty upon request. Through this interactive CIS Advising Web site, prospective and current students, non-CIS advisors, and CIS faculty can quickly access current information. This is helpful for non-CIS advisers during breaks, self-advising and prospective students. Since it is an interactive Web site, with current CIS advising information, users receive class

suggestions for upcoming quarter based on the classes taken. In addition, the CIS program is in the process of developing a series of short-term certificates. This site will also alert students regarding the requirements for a short-term certificate which will assist with student retention and completion rate.

### **Computer Literacy for Low Level Readers**

Everett Community College

*Adapting to emerging technologies; competency-based education; curriculum development; implementation of training appropriate to WorkFirst*

Everett Community College created a curriculum, textbook, and instructor's booklet to teach computer literacy basics effectively to below college-level readers. The curriculum is structured to teach learning strategies to help students in future computer classes, along with learning computer basics thoroughly and building student confidence both in computer skills and their learning abilities. The computer class has been integrated into the college-preparatory class selections. The textbook and accompanying documents (class files, instructor's booklet) are available to other colleges upon request.

### **Community, Hospitality, Education, Farms and Sustainability (C.H.E.F.S.)**

Skagit Valley College

*Business and industry partnerships for program improvement*

Truly uniquely innovative project with its core focus integrating an area of international concern, agriculture sustainability. Skagit County has historically been the cradle of agriculture for the Pacific Northwest. This project provides time sensitive opportunity for jointly educating the next generation of culinary arts specialists in the cycle of farm-to-table through the integration of students actually participating on county farms, or with the Festival of Family Farms Annual Tour (<http://www.festivaloffamilyfarms.com>), learning about the Skagitonians for Preservation of Farm Land, and cumulating by working side-by-side with highly successful local chefs using those farm products to prepare meals for participating farm families

### **Community Support in Networking – Student Team**

Peninsula College

*Business and industry partnerships for program improvement*

The purpose of the project was to combine technical education with real work experiences so that students may apply theory while helping the community. We received applications from interested students. We matched them with six nonprofit agencies that requested assistance with technological projects. The teams were formed in the following manner: form a team of students with a variety of skills; assign the team to local non-profit agencies; the students perform the services as a short-term work experience.

We provided the following technical assistance to local non-profit agencies: built a website; built a PowerPoint presentation from brochures; inventoried a 100-computer network and did a feasibility report on requirements to upgrade network to Windows 2003; build a four-node wireless network; consulted with an agency that needed to upgrade a server for some database software.

## **Connections**

Olympic College

*Non-traditional employment and training*

The Connections workshop is a day-long event focused towards encouraging young women to pursue non-traditional careers. Students participate in three hands-on sessions (organized by pathways), experiencing applications of skills required in non-traditional occupations such as: automotive technology, firefighting, web design, film directing, forensic science, and culinary arts. Student participants receive a “Participation Passport” to document their career exploration and can add it to their high school portfolio.

## **Consortium for Training in Homeland Security**

North Puget Sound Regional Consortium (Bellevue, Cascadia, Edmonds, Lake Washington, North Seattle, Seattle Central, and Shoreline community and technical colleges) *Business and industry partnerships for program improvement; curriculum development projects; other – incumbent worker training*

The NPSRC created a project to address the training needs of emergency response systems for homeland security. The goal was to enhance state and local capabilities to respond to incidents of terrorism necessitated by the increased threat of nuclear, biological and chemical terrorism (CBRNE). The outcomes were to identify existing trainings; to develop three sessions covering CBRNE awareness level “train the trainer” trainings—one to be held in the Puget Sound area, one in Vancouver, and one in Spokane; to work with community and technical college instructors to implement needed skill areas into existing curriculum and to demonstrate the ability of the college system to collaborate and support a common goal.

## **Consumer to Provider Program**

Tacoma Community College

*Competency-based education; curriculum development projects*

As part of the human services program at TCC the Consumer to Provider Program has trained mental health consumers to become mental health providers. Students are referred and interviewed for participation in this program that is a partnership between the mental health division, TCC and mental health employers in the community. Students receive training in basic helping skills and participate in 300 hours of supervised clinical practicum. After four years of conducting this program, approximately 70 percent of its graduates remain employed in the helping professions.

## **Co-op Work Experience**

South Puget Sound Community College

*Adapting to emerging technologies; business and industry partnerships for program improvement; recruiting and advising*

South Puget Sound Community College developed an interactive webpage for co-op/internship students and employers. It is user-friendly for students and employers, includes employer logos, testimonials from current and past employers, and tabs for easy navigation. Students can download forms, resources guides, and links to current jobs in an online database. They can also view a calendar of upcoming events and due dates. Since many professional-technical students take classes

during the evenings when offices are closed, this site makes the information, resources, and application available to them at all times and provides email addresses for further details. Upon request from other colleges, information and a procedural outline on the project are available.

### **Cross-Campus Business Outreach Program**

Bellevue College

*Business and Industry Partnerships for Program Improvement*

Bellevue College developed and implemented a formal coordinated business outreach model that involves representatives from across the college. A college-wide Business Relations Team (BRT) was formed and accomplished the following:

- Instituted continuous labor market scanning and created a comprehensive Labor Market Newsletter that is distributed across campus monthly to facilitate strategic planning.
- Created and implemented a database of business contacts and collaborations as a tool to coordinate and manage business relationships across diverse areas and functions of the college.
- Developed a process model for utilizing database activity, labor market information, and input from college units to develop coordinated and strategic outreach efforts.
- Developed a multi-year plan to fully implement the process model. A guidebook describing BCC's strategy, lessons learned, and database tool was developed to assist colleges in coordinating business outreach initiatives.

### **Cross-Cultural Student Nurse Experience**

Peninsula College

*Curriculum development projects*

Global health care is considered a core knowledge component for 21st century professional nursing practice. Educating nursing students, who live and work on the Olympic Peninsula, to be culturally competent is a challenge. The new National League for Nursing Accrediting Commission (NLNAC) criteria list identifies the following for curriculum standards: "The curriculum includes cultural, ethnic, and socially diverse experiences from both local and global perspectives." In the summer of 2008, second year nursing students and faculty will travel to Costa Rica to gain a broader understanding of other cultures and people; global, sociopolitical and health issues; and experience personal growth. Cultural competence would be increased. Students would develop a better understanding of holistic health care, and how community and public health issues drive health care. In addition, students would improve their nursing skills by providing basic health care to a diverse population that includes pediatrics and obstetrics- two areas that are very limited on the Olympic Peninsula. Another component of the project is to work with other Peninsula College students on linked projects such as water quality and other public health issues.

### **Customer Service and Relations Training**

North Seattle College

*Implementation of training appropriate to WorkFirst*

The Business Division at NSCC in collaboration with several area businesses, campus support services and government agencies has redesigned its business information technology program to emphasize customer service skills sorely needed in the workplace. We developed a general framework to guide the process and ensure student success and placement on completion of the

program. This framework would be the centerpiece of our best practices and is constantly under review as we learn from our experiences with each cohort of WorkFirst students. The result of the curriculum redesign is that the programs are now short-term, modular, flexible, and emphasize both on-site work experience and a component to prepare student for the demanding expectations in the corporate culture. An essential part of the process is the assessment to ensure that applicants to the program are ready and motivated because success is contingent on regularity and perseverance.

### **Curriculum Development Database**

Green River College

*Curriculum development projects*

Green River College developed a curriculum adoption and revision database for tracking previously modified curriculum-content through technology. This database consists of both web and Access front end and SQL back end databases and will be used to support professional-technical faculty requests for Carl Perkins curriculum development funds and complete the necessary course adoption revisions via this web-based system. The system allows administration and faculty the ability to examine individual programs and course curriculum's most recent revisions and initial curriculum development. The Access front end database allows certain users the ability to pull and cross reference historical and current changes submitted by faculty. Finally, the system allows administration the capability to request reports. Upon request, colleges can view the database through the assistance of a Green River staff member.

### **Defining and Implementing Technical Competency Placement**

Cascadia Community College

*Adapting to emerging technologies; competency-based education*

Cascadia has been concerned about articulating the level of technical skills we expect from students entering the college as well as defining the information technology competencies expected of graduates. The full plan includes: identifying best practices from other institutions and organizations that assess technological competencies among its members (students); working closely with the library to integrate information literacy into our initiative; formalizing the mission and vision of the college with the core outcomes of any placement test developed; creating a working definition of "technology," based on our assumptions and beliefs about what technology is and its many applications; and identifying relevant skill sets and applications for the use and integration of technology at the college.

A preliminary set of entry-level competencies has been identified and students and faculty are developing a placement test (to be piloted Fall 2003).

### **Designing Simulations Using Second Life**

Tacoma Community College

*Adapting to emerging technologies*

Building on work from a previous grant, Tacoma would like to examine the pedagogy of simulations in Second Life through developing multimedia learning modules to introduce teachers and students to teaching and learning using online simulations in Second Life, a 3-d virtual world based on our research into best teaching and learning practices. The materials they are developing allow students to engage in role-playing and simulations online in a virtual clinic. They will use this work to develop



guidelines and standards for online learning in Second Life. In addition they will hold two online seminars that will be archived and available to other instructors and will also produce a paper called “Second Life: Pedagogy and Simulation” which will present their research.

### **Developing and Implementing Alternative Delivery Models for Web-enhanced Faculty Training**

Pierce College

*Adapting to emerging technologies; distance education*

Pierce College made significant improvements to their Web-Enhanced Curriculum Design Institute that provided an alternative schedule that was more beneficial to faculty. A revised “master training classroom” was developed, which included all introductory materials. Twenty-three modules, incorporating training resources and exercises, were prepared with correlated assignments and assessments. Discussion forums were established to support interaction. This “master classroom” can be replicated and used by any group seeking training. It is appropriate for any combination of face-to-face and online training or as a continuous entry, trainee-paced session that spans any desired period of time. It can utilize mentors, trainers, or any combination of support staff, adjusting to any situation.

### **Developing a Machinist Training Credentialing System with the National Institute for Metalworking Standards (NIMS) for Machining Programs in Washington State**

Shoreline Community College

*Business and industry partnerships for program improvement*

Shoreline’s Center for Manufacturing Excellence Team will develop, introduce and pilot a national credential (NIMS) “National Institute for Metalworking Standards” for Shoreline and for other Machinist Training programs in the Washington State Community and Technical College system. NIMS credentialing will provide all Machining Programs with the national skill standards that are valued by the Manufacturing industry. Graduates will leave training programs with a portable skill set that can be “plugged in” globally. NIMS credentials were developed and funded by the Department of Labor and have been accepted and adopted by more than 200 colleges around the country.

### **Dual Enrollment: High School Pathways to College and Careers \*NEW\***

Bellingham Technical College

*Recruiting and advising; adapting to emerging technologies*

Bellingham Technical College (BTC) requested funds to develop a dual-enrollment website for regional high school students. The new website will assist high school students, staff, and parents to determine the best coursework students should take in high school and through dual-enrollment opportunities to prepare them for their chosen degree at BTC. BTC’s website is interactive and allows students to create an individualized pathway leading to their chosen program. The website has been developed using a responsive design approach (to make the site accessible for mobile users). BTC will also develop a print, online, and social media marketing campaign to lead students and parents to the new tool.

Website and map templates will be available to other colleges to replicate:

[www.btc.ctc.edu/DualEnrollment](http://www.btc.ctc.edu/DualEnrollment)

## **E-Commerce Development for Small Business**

Edmonds Community College

*Adapting to emerging technologies; assessment and follow-up; business and industry partnerships for program improvement; other – application of internet-based technologies*

Edmonds Community College's Small Business Development Center adopted as a best practice an on-going program to continue to education small business owners with expanded e-commerce skills training featuring new leading edge e-commerce development materials to help them develop and implement a strategic internet presence. The program includes three parts:

Phase One: Pre-assessment of business owners' e-commerce development needs and e-commerce skills training with an integrated business development workshop series featuring the following modules: business planning, strategic marketing, cash management, and essential e-commerce.

Phase Two: Follow-up professional/technical one-on-one assistance to help small business owner integrate the strategies and objectives of a business plan to achieve a strategic internet presence using new leading edge e-commerce development materials.

Phase Three: Results and evaluation – small business owners established business goals measured as follows: increased percent of new customers, increased percent of repeat business, number of saved jobs, increased revenues, and increased business investment.

## **Early Childhood Education Portfolio Project**

South Puget Sound Community College

*Assessment and follow-up; competency-based education*

Each early childhood education (ECE) student prepares a professional portfolio representing their entire 90 credit degree program. This portfolio includes eight pieces of work chosen by the student, each with a self-reflection connecting the work to the early childhood education core competencies developed by the Washington State Child Care Coordinating Committee. A personal philosophy statement, resume. Transcripts and other documentation fill out the portfolio. Students complete portfolio related assignments throughout their coursework, then compile it during their final practicum course. This process assists students in connecting their knowledge from individual courses, strengthening their written communication skills, and increasing their ability to articulate practices and philosophies in ECE. It also serves as an impressive introduction of the student to prospective employers and is part of our institutional effectiveness assessment plan for this program.

## **Early Childhood Education-STARS 20-hour Training via Portable Courseware**

Olympic College

*Adapting to emerging technologies*

Olympic College developed and implemented a portable course that complements the current online and face to face offering of the Washington State STARS 20-hour basic training course. This type of delivery model is in addition to the existing classes already in place which have shown significant enrollment growth the past few years. Offering the same course on a portable thumb drive allows marketing to populations that may not have access to a workshop site and/or a computer in their home. The ability to take a class “wherever and whenever” in a self-paced model is very attractive to a large audience of people. Rarely can a student take a course where an instructor from one institution provides the lecture for

week one, then another instructor across the state delivers the next lecture. Because the curriculum is standardized across the state, it is possible for this to occur within the STARS model. This allows the student to get content from educators across the state who “specialize” in one area or another, thereby offering a diverse, well-rounded training.

### **Electronic Calendar/Scheduler for Healthcare Providers**

Peninsula College

*Adapting to emerging technologies; business and industry partnerships for program improvement; curriculum development projects*

Peninsula College developed an electronic calendar (Electronic Appointment Book – EAB) with patient appointment-based and enhanced accoutrements, e.g. patient appointment book, surgical schedule, conferences, closed days. This project is interlaced with Electronic Health Records (EHR) and each is accessible to the other. The components of medical charts are easily accessed from “window to window.” Students now train on an EHR and EAB, two programs that they will see in the medical office, clinic or hospital. Skills and competencies in this area become fluid when being trained on the specific clinic software. Students also are introduced to obtaining electronic records from other sites, such as Labs, X-ray, etc.

### **Embedding the Entrepreneurial Mindset in the Curriculum \*NEW\***

Clover Park Technical College

*Competency-based education; curriculum development projects; business and industry partnerships for program improvement*

The goal of this project was to raise the level of awareness of faculty, students, and key administrators of the potential in the existing programs to promote entrepreneurship education without any significant changes to existing programs or courses.

Objective 1: Restructure an existing 6-course entrepreneurship curriculum designed to run under Continuing Education by finding an opportunity to embed the outcomes of those courses in the standard curriculum.

Objective 2: Engage faculty in examining ways to encourage the development of the “entrepreneurial mindset” as expressed through the Ice House curriculum.

Objective 3 & 4: Describe the various “entrepreneurial pathways” and their contexts; and document the relationships developed across a spectrum of industries, economic development agencies, publicly and privately funded small business incubation and development programs.

Objective 5: Develop a process for building team-based ventures by using worker cooperative education tools.

## **Ensuring a Future Nursing Workforce**

Tacoma Community College

*Assessment and follow-up; business and industry partnerships for program improvement; curriculum development projects; distance education*

A hosted program with focus on brainstorming realistic strategies in response to goals set by Washington Nursing Leadership Council (WNLC). The innovative strategies are diverse and cover assessment of the industry, industry partnerships for the future of nursing, possible standardization of curriculum, and distance education opportunities.

WNLC defined five goals for the strategic plan. Goal #2 – to prepare sufficient supply of appropriately educated nurses to meet health care needs of Washington residents by 2007 – directly affects nursing schools. Intent of the program is to have a proactive, innovative, realistic, and intelligent response to the goal. Topics covered were the status of NCPD #1\* nursing shortage and project ideas currently being worked on. Work groups convened to develop strategies for the sub-category of goal number two.

\*NCPD #1 consists of the following nursing schools: Bates, Clover Park, and Renton technical colleges; Centralia; Grays Harbor, Green River, Highline, Olympic, Peninsula, South Puget Sound, and Tacoma community colleges; Madigan Army Medical Center; Pacific Lutheran University; and University of Washington Tacoma.

## **Ensuring a Future Skilled Workers Workforce for Grant and Adams County**

Big Bend Community College

*Business and industry partnerships for program improvement*

We intend to create a color booklet (approximately 65 pages) to be used as an informational piece for graduating high school students, and recruitment tool for local area businesses. BBCC recently hosted a High Wage, High Demand Careers forum. The mayor's taskforce had established two subcommittees; Marketing and Training/Education. Both committees, as well as area high schools have requested a publication that would help define the skills needed, and jobs available in the Columbia Basin area. We would like to produce a color booklet that describes current jobs available in our area, along with required training/education requirements. The booklet would be developed by a committee which would include members from local area business, high school counselors, parents of high school students, and advisors/faculty and staff of BBCC. We anticipate that the creation of the committees will help strengthen the relationships between local area business, high schools, and BBCC. The publication will be distributed at local area high schools, to parents and students via direct mailer, and at BBCC. BBCC will provide technology, space and oversight of this project. We will be requesting funds from the involved businesses and high schools to cover the actual printing and mailing costs of the publication.

## **Entrepreneurship Education**

Edmonds Community College

*Adapting to emerging technologies; business and industry partnerships for program improvement; competency-based education*

The entrepreneurship project integrated national skill standards into the curriculum of core courses, created a website for entrepreneurs in the hospitality field, created a website that could also be used

for other entrepreneurship education instructors, and created a toolkit for instructors to use for entrepreneurship “virtual enterprise” activities. The websites and toolkit are available to other colleges upon request.

### **Entrepreneurship in Hospitality Programs**

Edmonds Community College

*Business and industry partnerships for program improvement; curriculum development projects*

Entrepreneurship skills for the hospitality industry were researched; identified through interviews, surveys, focus groups, and feedback; and categorized. Faculty and staff then developed a capstone entrepreneurship course that allows students to develop their own virtual business such as a restaurant or travel and tourism website. The virtual business software allows the students to develop their own business plans, create a website, develop a budget, assign roles (administrative, sales, production, and technology roles), and then launch their business as part of the virtual network of companies that have been created by other students.

### **Evaluating and Inventorying Business and Industry Training as Credit toward a Degree**

Everett Community College

*Adapting to emerging technologies; business and industry partnerships for program improvement; competency-based education; recruiting and advising*

Research on local business and industry training programs was conducted, primarily by interview and research through training program publications. Meetings were held with faculty to discuss current practices of evaluating student learning from prior instruction in training programs, and ways to extend those practices. We identified programs already evaluated by faculty and acceptable for “transfer credit” and defined factors essential to evaluating non-college records when students present training records from programs not routinely accepted. We created an ongoing inventory of programs accepted for credit so that a consistent approach could be taken. As a result of this project, a guide to evaluating external credit was produced, new application and evaluation processes were implemented, and a meeting was held with business and industry training directors to inform them of the options. This guide is available to other colleges and outlines practices that may be easily adopted by another college if the faculty is willing to extend their view of what constitutes prior learning applicable to degree requirements.

### **Excellence in Teaching and Learning: Lighting a Fire, Fanning the Flames**

Green River Community College

*Implementation of training appropriate to WorkFirst*

Unique faculty professional development utilizing professional actors to simulate workplace scenes in higher education through learning-objective based interactive drama. Faculty have multiple opportunities to practice new behavior and interventions in a simulated classroom environment. This laboratory set-up provides a “near-life” opportunity for faculty to try new teaching and classroom management techniques, leading to deeper understanding than a lecture format.

### **Family Support for WorkFirst Parents in Transition**

Edmonds Community College

*Curriculum development projects; implementation of training appropriate to WorkFirst*

The project addressed the specific need for parents to develop strong parenting skills, develop a plan for caring for their child, and have coping mechanisms in place to return to work. Family Life Education faculty and an infant teacher met weekly with individuals who were pregnant or had a child under the age of one. The group worked on parenting skills and resources, infant stimulation and interaction, nutrition, safety, parent/child activities, and provided support for TANF parents transitioning into education and employment opportunities. Instructors provided parent education and resources while the parents and children worked with a teacher on developmental issues and activities supported within a co-operative education classroom model. An interest assessment completed by the class and emergent issues determined course content.

### **Fast Track GED, Life Skills, and Learning Disability Assessment for WorkFirst**

Everett Community College

*Competency-based education; implementation of training appropriate to WorkFirst*

The Fast Track GED program provided intensive GED preparation and learning disabilities screening combined with basic life management skills to the WorkFirst population in North and Central Snohomish County. In this project, all instructors underwent at least 20 hours of training on learning disabilities; all participants were assessed up front for indicators of learning disabilities using the Nancie Payne 13 Questions Learning Needs Inventory; 25 students met with a learning specialist to develop strategies to help them acquire the knowledge necessary to pass the GED; and all students with learning disabilities were able to apply learning strategies taught in class.

### **Fast-Track IT Training Program**

Bellevue College

*Other – IT training for dislocated workers delivered in a condensed format*

The purpose of the project was to establish at BCC a One-Stop technology training system that would respond to the hiring needs of employers, and supports the development of worker pathways to wage progression, skill upgrade and career advancement. Several innovative models and processes were tested through this project:

- The overall effectiveness of creating integrated One-Stop technology training programs for dislocated workers in a community college environment;
- The integrity of designing shorter-term, employer-driven training;
- The success of using a two-tiered (intermediate and advanced) approach to technology training programs;
- The effectiveness of introducing strategies to target and serve underrepresented persons — workers over 40, women, and persons with disabilities — and to provide them with the assistance to succeed in technology training and jobs.

The four fast-track technology programs implemented under this grant are: Microsoft Certified System Engineer; Microcomputer Technical Support; Microsoft Certified Solutions Developer; Database Programming; and Online Technical Writing. These programs require student participation

four hours per day, five days a week, over a four-to-five-month period. To qualify for the program, students need to provide evidence of prior experience in specific IT related skills.

### **Gateway to Success**

Bellingham Technical College

*Recruiting and advising*

This activity is a program designed to improve occupational program student progress and retention through strategies to integrate the student into the college before and during the first quarter of enrollment. The strategies focus on recruitment and early outreach to at-risk students, assessment, follow-up, advising, educational planning, and student tracking.

Key Strategies include:

- In-time advising for all prospective occupational students following basic skill assessment
- Development of remediation plans for all students demonstrating deficiencies in math and/or reading skills.
- Follow-up and tracking of prospective student referred for remediation.
- Development of student/advisor relationship early in the application process.
- Development and implementation of a workshop to assist students with the occupational certificate and degree program application process and preparation for assessment.
- Strengthening of outreach and recruitment activities directed at special populations.

### **Get Launched in Technology through Education and Resources (GLITTER)**

Seattle Central College

*Non-traditional employment and training*

GLITTER was a girls-only information technology career day designed to address the continuing shortage of women pursuing information technology careers. Presenters dispelled the myth that all IT roads lead to giant corporate software or hardware companies and opened the girls' eyes to a world of opportunities.

### **Girl Power Conference**

Grays Harbor College

*Non-traditional employment and training*

Girl Power hosted middle school girls to participate in the three hour event. There were 32 local community female leaders in non-traditional careers who spoke about exciting careers for girls. The girls spent 20 minutes each at two life stations and three career stations in which they had pre-selected. The life skills sessions included leadership, volunteering, personal finance, professional image, college planning, and other self-discovery activities. The careers included law enforcement, fire fighting, truck driving, construction, politics, veterinary, business, and healthcare. Additionally, donations were received from local businesses for raffle prizes for the girls.

### **Gifted Individuals Realizing Leadership Skills (G.I.R.L.S.)**

Peninsula College

*Non-traditional employment and training*

This is a four-day camp for non-traditional career exploration. During two of the days participants meet with local and regional professionals to explore non-traditional career paths and interests – fields like science, information technology, law enforcement, operating engineers, surveying, and GIS. They participate in career exploration using WOIS and CHOICE, matching their abilities, talents, traits, and education to careers. Other activities include reflection/journal writing, Holland's personality test, self-awareness, learning styles, multiple intelligence, and the challenge course.

### **Healthcare Core**

Everett Community College

*Curriculum development projects; implementation of training appropriate to WorkFirst*

This project concentrated on the expansion and refinement of the healthcare core, a group of classes designed as a county-wide entry portal to medical training programs at Everett and Edmonds community colleges. At Everett, the healthcare core is run as a learning community, team taught, and designed to help students explore the healthcare system of delivery and the occupations within it, to help develop a broad foundation of coursework that provides a common entry point to all healthcare training, and to help provide a learning-center experience that leads to informed choices of healthcare careers training options. The learning community included healthcare delivery, medical terminology, HIV/AIDS and first aid/CPR certification, and English 98 (English 101 was available to those students who placed in it). The English 98/101 writing assignments were all computer-based and focused on healthcare and the career ladders available in the industry.

### **Help Desk – Technical Support Degree**

Bellevue College

*Curriculum development projects*

Combining technician education with real work experiences, BCC's Technical Support program initiated an innovative student staffed Help Desk on campus. The Help Desk six-month, credit internship is an integral component of the two-year technical support associate degree program.

Students work nine-hours per week at the Help Desk center, located within BCC's Technology Services Department at the Northwest Center for Emerging Technologies. Over 1,000 BCC faculty and staff members rely on these interns as the initial point of contact for hardware and software problems. While providing customer service, interns respond to hardware/software questions and provide user information and guidance. In a setting in which they work directly with BCC technology services staff, faculty and students, interns master technical skills such as hardware/software configuration while practicing time management. Through their experience at the Help Desk they learn to take initiative, trouble-shoot, track calls using call tracking software, gain work-based experience through practice and action, gain cutting-edge technical support skills, and utilize team management skills.



### **Increased Training Access for Women Pursuing Careers in Manufacturing, Construction, and Engineering Using Web Technology and Presentation**

North Puget Sound Regional Consortium (Bellevue, Cascadia, Edmonds, Lake Washington, North Seattle, Seattle Central, and Shoreline community and technical colleges)

*Adapting to emerging technologies; non-traditional employment and training; recruiting and advising*

The NPSRC developed an education-industry partnership that connected manufacturing, construction, and engineering technology with the career goals of high school and community and technical college women via presentation and technology. Successful women industry leaders targeted high school math and science classes and areas serving high concentrations of women (women's centers, apprenticeship programs, multi-cultural and counseling centers) to receive career awareness training. In addition, an excellent website was created and was linked to the participating high school career centers and to the community and technical college career employment centers, multi-cultural and women's centers and advising and counseling centers (<http://elmo.shore.ctc.edu/nontrad>). The goal was to increase the numbers of females training into high wage high demand jobs.

### **Individualized Certificate Program**

Lower Columbia College

*Other – individualized education program*

The Lower Columbia College Individualized Certificate Program (ICP) combines traditional classroom curriculum and work site based learning components to certify student competency. Based on the program developed at Centralia College, each ICP offered is separate from the college's traditional curriculum and sanctioned by the State Board for Community and Technical Colleges. Three advisors from the community offer program expertise in developing each ICP of study.

Program planning, goal clarification, interview techniques, job seeking skills, and placement in program-specific work sites are components of ICP. A diligent planning component enables the ICP team to address building academic strength and work-site learning experience. The college's career center provides reference guides that enable ICP students to note job competencies and job market openings in the careers chosen. Program of study guidelines are a result of strong competency research. Students must obtain specific licenses or certification before placement at a work site.

### **Innovations in Health Care Leading to Innovations in the Spokane Falls Community College Occupational Therapy Assistant Program \*NEW\***

Spokane Falls Community College

*Curriculum development projects; adapting to emerging technologies*

The foci of this project were new technology and interprofessional collaboration. The OTA Program Director at SFCC developed and wrote approximately 60 patient case study scenarios in the Rehab Optima software system – 1/3 in aging, 1/3 in mental health and 1/3 in physical disabilities. Events were held at which OT, OTA, and faculty and professionals were brought to work and learn together.

## **Integrated ESL and Technical Team Teaching**

Renton Technical College

*Implementation of training appropriate to WorkFirst*

RTC offers ESL team teaching with technical instructors in two formats.

### ***Classroom in which some, but not all students need ESL assistance***

In this case, in selected programs, based on student need and low test scores on language tests, ESL instructors work closely with technical faculty in the same classroom to integrate both technical and English language skills required to be successful in the program and ultimately in the work place. Programs involved in this project are targeted based on student makeup and need. Such integration allows the technical teacher to spend more time with other students in the classroom who also need assistance other than language skills.

### ***Classroom in which all students need ESL assistance***

The college has instituted two model training programs for refugees. In conjunction with DSHS, the college is training cohorts of refugees in short programs that are team taught by an ESL instructor and technical instructor. The two programs thus far are building maintenance and electronic assembly.

## **Keeping It Together – The Kit**

Columbia Basin College

*Adapting to emerging technologies*

This is a pilot program at CBC, aiding them to deliver instruction addressing different learning styles. Instructors use multi-media presentation, computerized testing and authentic assessment to enhance the quality of instruction. It is a turnkey operation – all tools (hardware and software) are accessible to the instructors at all times.

This PCU software is unique in that it gives student immediate feedback on test questions and test scores. Questions answered incorrectly are immediately addressed through on-line tutorials. The questions and tutorials are linked directly to the course outline. The test results are posted to a grade book and a test question analysis report is generated. The analysis indicates where topics are not understood or poorly worded questions. The instructors can choose to re-address areas of weakness based upon individual question results.

Classroom management tasks, including tracking skills, which previously took hours now take seconds. Those hours cannot be spent working with students.

CBC has networked computers with three high schools in the area, which are also using this application. Software includes tracking required competencies, a database of questions on the topic of the class (i.e., automotive has 10,000 questions to use for practice and testing) and PowerPoint presentations. High school and college teachers work via e-mail to coordinate lessons, testing, etc.

The system requires the software, at \$1,500 per site, and computers at a minimum of one per six students. The system can use bar coding or not. Although this is used for the automotive program at CBC, it is good for any program that is competency-based and task-oriented. CBC is working with Olympic College now to help them install this program.

## **Learning Online – Getting Started, a Distance Learning Student Primer Online Course**

Pierce College District

*Curriculum development projects; distance education*

This project created what could be likened to a “college success” short course for the professional/technical “virtual” college student. By taking this course, prospective distance learning students receive an orientation to the skills and abilities required to succeed in distance learning courses, practice those skills, inventory success-oriented behaviors in themselves, and decide if distance learning suits them.

Students enroll for an instructor-led, three-week long, online distance learning “primer” course experiencing the virtual classroom and demonstrating their learning and abilities prior to registering for subsequent distance learning coursework. Activities focus on achieving student outcomes.

- Students will be able to succeed in starting, working, and learning in online course.
- Students will be able to make decisions about when online learning is best incorporated into their educational activities.

Interested institutions can arrange to enroll students through Pierce College or “repurpose” the Blackboard course adapted to their college needs.

## **Mandatory Student Advising**

Spokane Falls Community College

*Recruiting and advising*

After the advent of touch-tone registration, SFCC recognized that students were not seeking adequate faculty advice prior to registration. Mandatory student advising was implemented at SFCC Fall Quarter of 1996.

The advising program began by developing training materials to train a cadre of faculty advisors. Individual advising manuals were developed for these advisors. Students having less than 60 credits are not allowed to register before meeting with their faculty advisor to develop a quarterly educational plan. After their advising meeting, each student receives a PIN allowing them to touch-tone register.

Our advising cadre continues to grow with approximately 60 percent of SFCC faculty involved. Quarterly training sessions for advisors continues. A new advising center opened fall of 1997. It is believed student retention has increased. Students and faculty have shared comments that they believe student placement in classes is more appropriate. Follow-up studies are being conducted fall quarter 1997. We await the results.

## **Math in Industry Website and Visiting Math Instructor**

Bellingham Technical College

*Curriculum development*

BTC interviewed many industry representatives in an effort to review skill standards for their fields. The result of those interviews was a growing collection of math application problems as well as sources for others. The collection needs to be organized, edited and placed in a website as a resource for educators. The purpose is to complete the development of an industry based, math application problems website. It is essential to the college as a source of realistic problems for both technical

program instructors and math instructors. The site would be accessible to instructors on or off campus.

Visiting Math Instructor--Students often need additional support outside of their required math coursework. The purpose of a “Visiting Math Instructor” is to provide assistance to students on an as needed basis. The project would be a collaboration between technical program instructors and a math instructor. Math visits could occur daily, weekly or quarterly depending on the goals of the visit. Topics could include reviewing foundational math concepts, program specific topics, or content not covered in required math courses.

### **Mentoring for Entrepreneurs**

Spokane Falls Community College

*Curriculum development projects*

Spokane Falls Community College created and piloted the following two courses specifically designed to facilitate the connection between classroom and available local business resources: **Small Business Management Seminar (1 cr.) and Cooperative Learning Experience (3 cr.)**.

The instructor for these two classes assessed the student’s strengths and weaknesses at the beginning of the quarter, students were then introduced to the community resources that are best suited to meet their business needs. In addition, students were matched up with a mentor from SCORE who has the specific industry experience to help the student launch the new business venture. In the seminar class, the instructor invited business professionals including an insurance agent, an accountant, a successful local entrepreneur, and a loan officer to share their experiences and offer practical advice to students. In addition, the instructor familiarized and assisted students in formulating productive relationships with the following local business resources:

1. Small Business Development Center (SBDC)
2. Business Information Center (BIC)
3. Small Business Administration (SBA)
4. Service Corps of Retired Executives (SCORE)
5. International Trade Alliance (ITA)
6. Spokane Neighborhood Action Program (SNAP) – MicroEnterprise Development Program
7. Professional/Industry Organizations

### **Military Pathways Development and Implementation \*NEW\***

Pierce College

*Business and industry partnerships for program improvement; competency-based education; career pathways*

The project focused on developing a standard process for adequately awarding military personnel with credit for their military training and education. The result of this effort was the creation of a systematic process for establishing a “floor” or minimum credit for an MOS and reviewing individual student training and experience for additional credit above the “floor”.

### **Modularizing Developmental Math Curriculum**

Renton Technical College

*Competency-based education; curriculum development projects; integration of basic skills*

This project identified a developmental math curriculum to prepare students for college-level math and methods of delivery. The college formed a project committee with representation from across campus to research campus needs and how developmental math if implemented at other colleges. The committee then created a developmental math program. Additionally, the committee modularized the developmental math curriculum so that it can be delivered in ways that allow a great deal of flexibility for students while maintaining the college culture of teaching math in a discipline relative context. Compass scores are the principal method of placement.

### **Nanotechnology Curriculum Development**

North Seattle Community College

*Competency-based education; curriculum development projects*

Science faculty (physics, chemistry, biology, engineering, electronics) reviewed existing nanotechnology programs from across the country to assist in developing a new nanotechnology AAS-T degree. Nano 101, the first of four new courses for the program, was developed as part of this project. In addition to the new degree and curriculum, the project prepared a proposal for a regional ATE NSF Northwest Nanotechnology Node and allowed for professional development for nanotechnology instructors.

### **Non-Trad Outreach through Education and Employment Fairs**

Pierce College

*Non-traditional Employment and Training*

A special workshop entitled “So What Are Non-Traditional Jobs Really Like?” featured six individuals currently working in non-traditional roles. Guests included two male nurses, a female sole proprietor of a plumbing company, an industrial sales representative, and two female firefighters. Students attended the workshop and benefited from personal testimonies and encouragement of the guest speakers. Interested students were then able to speak directly with college staff specializing in non-traditional advising as well as gather information on non-traditional occupations, local apprenticeship chapters, and instructional/training opportunities available throughout the college and greater community.

### **Non-Traditional Student Retention via Employer Outreach**

Olympic College

*Business and industry partnerships for program improvement; recruiting and advising*

In spring 2005 the Olympic College Workforce Development division and the Career Center piloted a non-traditional employer luncheon event for women in welding, automotive and technical design. The student in each targeted program was contacted in person, via postcards and through faculty in the discipline. They were encouraged to participate in the event and take advantage of a captive group of employers who were willing to share information and time addressing questions about their field of study. Due in part to the success of the spring 2005 pilot project, Olympic College proposed an innovative approach to retaining student in non-traditional programs by providing a forum for

connecting students with employers. We actively recruited employers in the targeted fields using the new Employer Outreach materials. Our vision resulted in employers becoming informal mentors and at the same time gaining the benefits of interacting with dedicated, eager learners with varied experiences and abilities who are participating in Olympic College professional-technical programs.

### **Nursing Concept Map Integration**

Tacoma Community College

*Assessment and follow-up; competency-based education; curriculum development projects*

Nursing is taught/practiced using a method termed Nursing Process (this is much like the scientific method to identify/solve a hypothesis). Concept mapping utilizes a method easier for visual learners to follow rather than traditional, linear nursing careplans.

Concept mapping is a method to teach data analysis. By adopting concept mapping to teach the nursing process, current tools for clinical instruction were all being removed from the curriculum and replaced. The goal of this project was to build on the basic principles of the tool and adapt them to demonstrate greater competency each quarter. The faculty members had invested a considerable amount of time to initially plan concept mapping into the program and full integration was necessary for total adoption. Other schools have tried to adapt the model, yet without the proper guidance, it typically turns into a 'clinical toy' rather than a 'clinical tool'. This is an excellent tool to teach Data Analysis. That is the focus of second quarter, so all subsequent quarters (3-6) needed to change tools to reflect this different method of instruction.

Current nurse educators have not been educated in using concept maps, instead they learned nursing process by the use of Nursing Care Plans. Faculty were having problems understanding the difference in data analysis of a novice nurse compared to data analysis of an expert nurse. The goal of establishing a set orientation program for new faculty was to provide consistent instruction to nursing students.

### **Nursing Learning Communities**

Tacoma Community College

*Assessment and follow-up; other – faculty support and development; recruiting and advising*

Two nursing learning communities were formed to provide new, non-tenure track full-time faculty with the support traditionally provided by a tenure committee. Full-time specially funded instructors were supported by a group of expert faculty in guiding, assessing, and supporting the development as new faculty members. One member from the nursing program and the other member from another discipline provided the assessment/support typical of a structured tenure committee. Regular meetings were held with the new faculty member to review progress and discuss transition into the greater college community. This allowed new faculty members to feel well-supported and have a better understanding of integration both to the program of nursing and the greater college community.

## **Offering Education Courses for Teaching English Language Learners**

Whatcom Community College

*Curriculum development projects; other – addressing the needs of English Language Learners; recruiting and advising*

Whatcom Community College worked in collaboration with a local school district to develop specialized English Language Learners (ELL) track in their education program offerings. As a result of the project, Whatcom was able to fully develop three 3-credit classes; changed practices of certified teachers and education paraprofessionals working with ELL in one district; produce an informative recruitment and advising brochure; indirectly improved the quality of education for ELL in several classrooms; and modeled a mode of professional development delivery for education paraprofessionals and certified teachers to learn new techniques together to work as a team.

## **Office Model**

Spokane Falls Community College

*Adapting to emerging technologies; curriculum development projects*

SFCC offers a Model Office capstone course for students completing the two-year office technology degree. This course provides students with the opportunity to experience simulated office work through the use of state-of-the-art office equipment, hardware, software, and communication tools. Students conduct their daily work and project planning by facilitating meetings and developing work teams. The instructor serves as a supervisor and mentor to the Model Office students as the students develop brochures for local businesses, plan and organize business conferences, and facilitate the daily operations of the Model Office. Communication skills, professional attitude, and professional attire make this capstone course a definite “model” of the business world.

## **On-line “Recipes” for UDL Instructional Strategies**

Renton Technical College

*Adapting to emerging technologies*

A new teaching paradigm called Universal Design for Learning (UDL). Based on brain research, UDL promotes providing increased accessibility for ALL students, based on interventions which help those with disabilities. A main tenant of UDL is to involve as many different senses or modalities as possible when teaching. Research has shown that using multi-modal teaching and assistive technologies, both low and high tech, greatly increases the chance for students with learning challenges to succeed. With the use of UDL, effective strategies are applied to all students. An analysis of classrooms at RTC has shown increased completion rates and grade point averages for students in classrooms where UDL is used. Additionally, in student surveys, 92 % reported that the UDL features of their classrooms positively impacted their learning. The instructions may be provided in written or audio/video format, or through a software program such as Screencorder or Camtasia which captures computer screens and actions for computerized demonstrations. As much as possible, more than one format will be provided.

## **Online Teaching and Learning through Web-Enhanced Courses**

Pierce College District

*Adapting to emerging technologies; distance education*

A district-wide team developed a Web-Enhanced Institute for online teaching and learning to assist professional-technical instructional staff in developing the needed skills to be learners and teachers of web-enhanced courses (a combination of online and face-to-face classroom methodologies). This project was geared to fit the needs of professional-technical faculty, or those who provide related instruction, who did not have much prior experience with online learning and teaching. The Institute was offered in a web-enhanced format allowing participants an opportunity to learning using both face-to-face and online strategies.

The goals for the project included: introduce instructional staff to online learning; provide faculty and staff the opportunity to incorporate aspects of online learning into their grounded classes (as opposed to putting a whole course online); participants in the Web-Enhanced Institute would have the opportunity to develop district-wide partnerships that promote student learning (military sites and both campuses).

## **Paperless Charting Software for Medical Assistant Program**

Peninsula College

*Adapting to emerging technologies; business and industry partnerships for program improvement; implementation of training appropriate to WorkFirst*

In the medical assistant program, the need for training students in the use of paperless charting (computerized patient charts) is essential. Since the cost of the software is very high, Peninsula College developed their own software. With this software, students are able to apply all information to an electronic format and obtain imaging and lab reports from off-site areas, just as a medical assistant would do in the workplace. The software can be delivered by CD/DVD and also includes a user manual and syllabus. Because the paperless charting software can be provided to other colleges upon request, colleges should replicate this project by developing industry-driven software instruction for other curriculum/content areas.

## **Part-Time Faculty Orientation**

Renton Technical College

*Other – faculty development*

The Office of Curriculum and Professional Development, the Department of Instruction, and the college's night manager provide a community-building orientation for all current part-time instructors who teach supplemental programs in the evening. Including a specialized part-time instructors' handbook, this event informs new part-time instructors about college policies and procedures and promotes collegial relationships among new and returning instructors in the different instructional clusters and as a group as a whole. It also promotes dialogue about effective instructional practices.



**Pathfinder**

Highline Community College

*Curriculum development projects*

Courses designed to help students learn, first, about the various occupational options within the career pathway, along with some basic vocabulary. They will allow for continued improvement of English speaking skills in reading, writing, listening, speaking and pronunciation. In addition a pre-IBEST bridge class will offer some exposure to employability skills and include a proactive job development component. It will give students explicit instruction not only in getting hired but also how to prepare themselves to move into the higher paying jobs once they enter their field of choice. Field trips and guest-speakers will be included to expose students to industry. An assessment component will help students assess their readiness for next steps. Students will have the opportunity to explore existing major and career pathways for Healthcare; Business/Business Technology and Education/Human Services.

**Practical Application for Federal Income Tax**

Spokane Falls Community College

*Recruiting and advising*

The two-year AAS program in accounting at SFCC requires each student to take a federal income tax class. The emphasis of this class is on individual income tax problems and preparation. The students in this class are encouraged to put what they have learned to use and to participate in the Internal Revenue Service's Volunteer Income Tax Assistance Program (VITA). The college sponsors a VITA site that is open to any individual who requests assistance in preparing their tax return from mid-January through March. In addition to hand preparing tax returns, the college has been authorized by the IRS to provide electronic filing of the tax returns prepared at our site. The students who participate in the VITA program also once a year help with filing for international students (Form 1040NR). This assistance is given at Gonzaga University and SFCC. Both of these opportunities give students the ability to use their knowledge learned in class, and the confidence to talk to people about taxes. Our VITA site has had 100 percent accuracy on the returns filed for the past two years. This just indicates the value not only to the students but, also to the community.

**Peer Mentoring**

Spokane Falls Community College

*Assessment and follow-up; competency-based education; other – peer mentoring/advising; recruiting and advising*

Spokane Falls Community College designed and implemented a program where new students in early childhood education courses could receive mentoring from competent returning students in an effort to increase first quarter student success/retention. A detailed outline of the project will be shared upon request.

### **Pre-Employment Testing and Certification**

Lower Columbia College

*Business and industry partnerships for program improvement*

LCC has entered into contractual relationships with local business and industry to assist in the development of a highly skilled candidate pool of pre-certified applicants demonstrating competencies in math, reading, basic physics and basic computer applications. Certification of the candidates is met through testing, course completion, or a combination of both after discussion and/or testing of their existing workforce.

Due to the success of the program and the desire of companies to duplicate this option for the impending replacement positions to occur over the next three to seven years or with the greenfield operations locating due to economic development activities, LCC has recently started a series of business focus groups to assist in developing a program whereby individuals may “certify skills” and present the certificate which will be recognized by the local community. The college will be aiding the community task force in the assessment of the proper tools to be used for evaluating or testing the desired skills, when testing is appropriate, and how to evaluate the effectiveness of the pre-certification program over time. Presently, the college is engaged in this business with BHP Coated Steel, PeaceHealth-St. John, Cowlitz 2 Fire and Rescue, Weyerhaeuser Pulp and Paper Division, and Prudential Steel, Inc.

### **Prior Learning Assessment of an Introductory Education Course**

Spokane Falls Community College

*Assessment and follow-up; competency-based education; curriculum development projects; recruiting and advising*

This project entailed designing a means to recognize prior learning of those who have worked for or volunteered in classrooms. Additionally, activities are detailed that could be completed if gaps in prior learning exist. A manual with both prior learning and activities has been developed that reflect the outcomes of the Survey of Education course. Those outcomes have been correlated with Washington State and national standards for educators. Students can create a portfolio demonstrating the course competencies. The students will self-evaluate and then submit the portfolio for faculty evaluation in order to receive credit for the course.

### **Professional/Technical Education Handbook**

Shoreline Community College

*Implementation of training appropriate to WorkFirst; recruiting and advising*

The Professional/Technical Handbook is a comprehensive, multifaceted tool providing the advisor with the necessary information to help students access our programs and services and progress toward their academic and career goals. The handbook has proven to be an exceptional tool to recruit students. Local high school counselors and faculty members request annual updates and use them to facilitate transition.

## **Professional Technical Graduate Report**

Spokane Falls Community College

*Assessment and follow-up*

SFCC implemented a new method to follow up all professional/technical students who received an associate in applied science degree or certificate beginning with the 1988-89 graduating class. The survey tracks the student's employment status – full or part-time, in field, or seeking work – whether they are continuing the education or in the military.

The new reporting procedure has resulted in a 92 percent response rate over nine years. Building rapport between students and faculty before the student graduates, and the dedicated work of clerical support has resulted in the tremendous rate of return. After the data are gathered from graduate and faculty input, personal phone calls are made to each of the unknown students to gather additional information.

Personal phone calls to approximately 50 percent of the graduates, and the continual updating of information has resulted in a very clear picture of the status of SFCC professional technical graduates.

## **Professional Technical Podcasting Development**

Cascadia Community College

*Adapting to emerging technologies*

Podcasting allows audio, video, and screen-capture content to be downloaded to a student's computer or handheld player on a subscription basis. Once subscribed, new content is automatically downloaded until the subscriber asks to unsubscribe. Podcasting provides a transportable, hip, and multimedia feed that allows the college to "push" selected content to whole classes as well as individuals who identify themselves as interested in receiving such content. The project provided equipment, software and training to a cohort of professional/technical, workforce, and I-BEST basic skills faculty and staff. This team collaborated on creating podcasts for curricular and promotional uses, and inspire others to create podcasts.

## **Program Recruitment Videos**

Bellingham Technical College

*Recruiting and advising*

Now, more than ever, students are turning to technological means to research, communicate and understand their educational opportunities. In response to this trend, Bellingham Technical College needs to find concise and creative ways to reach an audience who demands information quickly and easily. We recently updated the website ([www.btc.ctc.edu](http://www.btc.ctc.edu)) and would like to continue development by adapting to this emerging technology with interactive program videos. The recruitment and advising challenge for an educational institution like Bellingham Technical College is clearly conveying the breadth, rigor and scope of programs we offer. By harnessing the true power of the internet with 1 – 3 minute program videos, students can quickly gain a program overview which will include educational content, teaching style, lab and classroom based activities as well as career and job outlook information.

## **Program Viability Analysis**

Clover Park Technical College

*Assessment and follow-up*

College-wide system/process for evaluating the viability of programs and development of action plans to bolster problematic aspects determined in the analysis.

Programs are evaluated against a series of criteria such as average wage, placement, enrollment, career progression, advisory committee, is equipment state-of-the-art, etc. These are looked at for each program, and an action plan is laid for deficiencies. It is acknowledged that either the results are produced or the program will be eliminated or modified. The process involves faculty, advisory committee, union, program director, and vice president of instruction. They collaborate on the action plan. It is difficult, because nobody wants to lose his or her program. Any program that drops below 75 percent of target enrollment triggers the process on that program. They have eliminated three programs to date, and doubled three programs based on this process.

### **Public Safety Career Event**

Bellevue College

*Non-traditional employment and training; recruiting and advising*

In this project, BCC launched a Public Safety Career Event to increase the number of women who consider a career in public safety fields such as criminal justice and fire science. This event was a collaborative effort; key members of the planning committee included the Tech Prep regional director, program chairs from the Criminal Justice and Fire Science Departments, the Division Chair for Social Sciences, the Career Center Director, and the Career Center Corporate and Community Liaison. The Public Safety event included a two-hour panel discussion/question and answer session followed by an hour during which participants could talk individually with panelists. The eight panelists represented diverse career areas within the fields of both criminal justice and fire science areas. Six panelists were female, and two panelists were male.

### **Recruitment Tool: Men in Nursing Calendar**

Tacoma Community College

*Non-traditional employment and training; recruiting and advising*

Tacoma Community College created a 16 month calendar that highlights men in nursing and demonstrating rewarding careers and home lives by using Tacoma Community College nursing graduates. The calendars were distributed to Pierce County educational counselors to use as a counseling/recruiting tool. To present the calendar, the college hosted a reception for the counselors to promote the use of the calendars.

### **Recruitment Tool: Using Video in Non-Traditional Recruitment**

Clover Park Technical College

*Non-traditional employment and training; recruiting and advising*

Clover Park Technical College (CPTC) developed a marketing and recruitment DVD aimed at a male audience that underscores the significant benefits to choosing nursing as a career. The DVD uses interviews with male nurses, administrators, and students to counter misperceptions that nursing is not a suitable profession for men. There were 500 DVDs produced and distributed to nursing schools, hospitals, legislators, health associations, high schools, and other individuals with a key stake in increasing the number of males in nursing. The video was also broadcast on CPTC Television, which reaches more than 200,000 homes in Pierce County. The project demonstrated the importance of using the students' and graduates' own voices in spreading the message as well as the importance of using technology in recruitment/outreach.

### **Reflections from Women – DVD for Schools**

Renton Technical College

*Non-traditional employment and training*

The Construction Center of Excellence at Renton Technical College hosted an evening construction panel discussion called "Reflections from Women: Learning from the Past, Looking Towards the Future," which was open to the public and designed to inspire women of all ages to consider a career in construction. This evening showcase gave participants the opportunity to hear how leaders in

construction occupations, apprenticeship, trade associations, and education charted successful careers for themselves, as women, in an industry that is traditionally male dominated.

The moderated panel questions were based on a survey conducted with women of all ages. These survey responses were a springboard for thoughtful discussion about women in construction and how the industry has evolved in the last 40 years. Renton Technical College staff recorded the panel discussion, which was formatted for a DVD to be distributed to high schools.

### **Research National IT/Basic Skills Integrated Projects and Best Practices and Develop Curriculum for Integrated Certificate Program**

Bellevue Community College

*Competency-based education; curriculum development projects; implementation of training appropriate to WorkFirst; integration of basic skills*

In the first phase of a two-phased project, staff conducted national research to identify and evaluate IT integrated basic skills projects and best practices and local labor market research for entry level IT programs. The results of this research project and review of local labor market data was used to identify potential program areas for a pilot integrated basic skills program. The research results will continue to be used to develop a strategic approach for the implementation of future integrated IT and basic skills programs. In the second phase, workforce and basic skills administrators met with local employers to validate research findings and make decisions regarding appropriate IT/basic skills programs that would meet employer, student, and community needs. The result was the development of a certificate program that integrated game testing with ABE content. Research methodologies will be shared with other colleges upon request.

### **Retention of Women in Information Technology**

Olympic College

*Other – support for non-traditional students*

There is a lack of women IT professionals, specifically in the area of networking. Through this project we hope to raise the profile of IT as an attractive career choice for women and encourage more young women to consider IT as their career. Over a six-quarter period we noticed that there is approximately one woman to every eight to ten men in the networking program. While these women tend to be good students who achieve high grades, they lack essential leadership skills and abilities necessary to be competitive in today's networking market. The following characteristics in our women students impede their overall skill development.

- Women tend to wait and slowly engage or not engage at all in kinesthetic or “hands-on” learning.
- When working on cables or hardware, women tend to wait for the men to select a device before claiming one of their own.
- Women tend to ask fewer questions unless they are in the front row of the class and cannot see the rest of their class members.
- Women's absences from class tend to be related around the illness of family members.
- While women tend to be more collaborative, they will let a man lead a team project or team discussion.

We believe women in the networking program are not gaining the leadership skills they desperately need to be competitive and self-sustaining in today's IT job market. Therefore, the goal of this

project is to create an environment that meets the needs and issues of women interested in or actively engaged in IT as a career choice. We hope to accomplish this goal with the following plan:

- Create bimonthly forums during fall, winter, and spring quarters where women can meet with a female IT faculty member to discuss classroom dynamics that impede their learning the full range of skills needed in the IT job market. This will focus mostly on leadership skills.
- Identify female role models and guest speakers in the IT career field to speak at the bimonthly meetings and help women overcome barriers.
- Assist female IT students in identifying the full range of career options available to them.
- Have IT female students act as role models to secondary girls interested in an IT career.

### **Rich Media & Technology Integration in Academic Support**

Pierce District

*Adapting to emerging technologies; curriculum development projects*

The continued integration of technology in education provides opportunities for faculty and staff to implement and improve online, hybrid, and technology rich classrooms, thereby increasing student's access to education and training opportunities and providing them with increased technology literacy. This grant provided resources to deliver training and support to integrate technology into identified professional-technical classes, academic support services, Supplemental Instruction (SI), and new program development. It consisted of the following activities:

- District Media Coordinator developed training tutorials and modules for faculty and staff to learn how to utilize the rich media software. Delivered multiple workshops across the district. Utilized multiple-media support staff to work with faculty on project development.
- Identify six to eight faculty and SI leaders who have high-end technology skills to pilot the use of new rich media software: Horizon WIMBA, Impatica, Visual communicator, Flash, etc.
- Rich Media will be utilized to enhance general academic support.

### **The Road Less Graveled**

Bellingham Technical College

*Non-traditional employment and training*

This day-long conference showcases local women employed in non-traditional careers. The workshop highlights careers in the trades as a means toward economic stability for women. Information and resources for employment, funding, training, and scholarship opportunities are included in this day of demonstrations and hands-on activities.

### **School-to-Career Summer Academy**

Bates Technical College

*Business and industry partnerships for program improvement*

Forty business and labor partners collaborate with nine school districts and Bates Technical College to provide a summer career exploration program for high school students. This program was designed to address business' requests for younger workers. In Pierce County, the average age of a community or technical college student is 32. The School to Career Summer Academy focuses on removing the ten to twelve year floundering period after high school when student go from one dead-end, low paying job to another, until they realize they need further training. Upon completion of the

program, student leave with a five-year career and education plan to follow. This highly successful program had a 100 percent student completion rate in 1997. Business partners reported great satisfaction with the program and continue to provide financial support.

### **Self-Paced, Laboratory Environment Computing Application Courses**

Spokane Falls Community College

*Adapting to emerging technologies; competency-based education*

At SFCC a series of one-credit courses are offered in an open laboratory, self paced mode of operation. Students accomplish task-oriented activities, turn in their work for grading, compare work to available answers and then correct their work for re-grading. The laboratory has student tutors, instructional technicians, and instructors available for student assistance. Laboratory hours include days, evenings and weekends. Courses offered in this mode are: Windows 95, MS Word, MS Excel, MS Access, MS PowerPoint, Beginning Macintosh, and Using a PC.

### **Serving the 50+ Crowd in Your Community**

Whatcom Community College

*Curriculum development projects*

Our communities are gaining an increasing number of people over 50 years old as the Baby Boomers age. Several colleges around the country are creating successful programs specifically targeted to serve this large group of potential students. These people differ from our traditional students in several ways - they have already been in the workforce for many years, they may be looking for different programs, and they may need different delivery methods. Local colleges need to understand how to serve these students. For many years, the myth has been that the older student is returning for "personal enrichment". Portland Community College's staff did a survey of their older students and found, to their surprise, that these students were taking courses to actually re-career. Do our current programs, delivery modes, and classroom techniques really give these students what they are looking for? At this point, we don't really know.

Whatcom Community College proposes to research best practices around the country for serving this population, to do a needs assessment in our own community, and to make a plan for implementation. Another funding source will be leveraged to pay for travel to colleges in Maryland, Florida, Oregon, and possibly Arizona and Canada.

### **Statewide Anytime, Anywhere Professional Technical Instructor Orientation**

Bellevue College

*Distance education*

Online orientation will ensure consistency over time and across instructors throughout the state, lend itself to continuous improvement, provide convenience for the instructor as well as a reference tool, and promote administrative efficiency. Online Professional/Technical Instructor Orientation will meet the instructor requirements to receive formal orientation to the college in a cost-effective, reusable, scalable manner.

The online orientation will include a summary assessment/skill check on relevant competencies enabling SBCTC and college administrators to verify that the instructors have completed the orientation and understand their obligations and duties in the system. The report of their scores will



also serve as useful feedback for workforce administrators in evaluating instructors' strengths and target areas for professional development.

### **Student Legal Clinic**

Whatcom Community College

*Business and industry partnerships for program improvement; curriculum development projects*

Whatcom Community College started a Student Legal Clinic, which ran four times per month from February to June. The Clinic was set up in our student services area, with an intake table in the hall outside a small computer lab that was closed to other students for the duration of the Clinic (for client privacy). The Clinic was advertised heavily around the campus with flyers and a slide on the plasma screens. A client wishing to access the service would come to the intake table, where a paralegal student would take preliminary information. The intake form would then be given to the volunteering lawyer, who would speak with the client and suggest a course of action. An assistant (another paralegal student) would look up and print the pertinent information for the client using WestLaw website. The client then filled out a post-service satisfaction survey before leaving.

The Student Legal Clinic provided the Paralegal Program students an opportunity to work with real clients and a lawyer whom they assisted with the gathering of information and instructions for the clients. Whatcom Community College students had access to a free legal services clinic. The Student Legal Clinic, in addition to serving the needs of the general student body, provided an opportunity for paralegal students to perform initial interviewing and intake. The lawyer then met with the client, and had the paralegal students research laws, print out forms and information, and perform other services commonly performed by paralegals in the workplace.

### **Student Transition Conference**

Edmonds Community College

*Recruiting and advising*

Edmonds Community College provided a three-hour transition conference designed to help ABE/GED/ESL/EdCAP and High School Completion students learn more about both traditional and non-traditional opportunities in professional technical fields, identify resources needed to support their education, and learn about the admissions, assessment and financial aid processes for future enrollment and follow up. The conference included a motivational speaker who discussed the benefits of moving beyond basic skills; a powerful student panel presentation from three students who had already transitioned out of GED, ESL, and EdCAP into college level programs; and faculty-run discussion groups and hands on activities related to specific program interests.

ABE/GED/ESL/EdCAP and High School Completion classes were scheduled to participate in the conference. Faculty from these classes surveyed their students prior to the event to generate enthusiasm and identify areas of student interest. Student Services and Instruction collaborated to provide staff to disseminate information about available programs and resources. Representatives from financial aid, child care, admissions, advising, counseling, career, tutoring, housing, etc. were all available during this conference and students were invited to make follow up appointments with key individuals to address their individual concerns.

## **Teaching Lab**

Everett Community College

*Adapting to emerging technologies; assessment and follow-up; competency-based education; curriculum development projects; other – faculty development*

The “Teaching Lab” is a professional development program model developed by Everett Community College, that engaged a small group (16 full and part-time faculty, 1 dean, 2 administrative exempt staff) of instructional personnel in a year-long study of collaborative learning theory, design and classroom application. Labs were held every two weeks with a different group participant responsible for the agenda; presenting a technique, theory, or concept; and at least one collaborative learning activity. Many of the participants used the lab to pilot classroom activities we thought we would like to use in our courses.

The Teaching Lab sponsored one all-campus activity each quarter in which participants reported to the campus about their activities and invited a guest speaker to present information regarding collaborative learning.

## **The Professional Medical Assistant - Simulation Scenarios and Curriculum for Practice and Integration of Professionalism \*NEW\***

Whatcom Community College

*Curriculum development projects; business and industry partnerships for program improvement*

The 2-credit Professionalism course was designed to meet the needs of all professional-technical programs. The curriculum, scenarios, and supporting resources will be posted on the Allied Health Center of Excellence’s website for similar use by other colleges statewide

## **Training for Implementation of eRecruiting.com**

Edmonds Community College

*Adapting to emerging technologies; business and industry partnerships for program improvement; recruiting and advising; and other – designing better access to career services; consortium approach*

This best practice created a model for colleges to cooperatively share funding to support a common goal – implementation of a web-based career software system called eRecruiting.com. This system allows employers to list jobs and internships, lets students post résumés, and lets colleges create calendars for career related events. None of the colleges by themselves had the funding to individually present this training, and it was much more effective to share information and expenses as a consortium.

The grant paid for expenses of trainer, fees for training, travel expenses for staff to attend, and training and marketing materials. The training consisted of an overview of the system and, then, step-by-step explanation of different elements with attention to individual college development.

At this time, implementation of eRecruiting.com has been successful at most of the partner colleges. Edmonds implemented the system through a deliberate and successful team approach.

## **Training Students for Roles as Hospital Support Staff during Hazardous Materials or Terrorism Events**

Skagit Valley College

*Adapting to emerging technologies; business and industry partnerships for program improvement*

This project developed the baseline curriculum for training students for roles as hospital support staff during hazardous materials or terrorism events by developing training that meets industry standards for the decontamination of both ambulatory and incapacitated patients who, for whatever reason, arrive at the hospital prior to personal decontamination, and thus, pose a risk to the healthcare facility, its patients, providers, and others inside. The eight-hour training course is in the form of a three-hour classroom presentation on a PowerPoint platform, followed by a five-hour hands-on training component to reinforce classroom learning.

## **Tribal Partnership**

Olympic College

*Competency-based education; curriculum development; implementation of training appropriate to WorkFirst; integration of basic skills; other – partnering with special populations; recruiting and advising*

Olympic College entered a professional-technical educational partnership with the S’Klallam and Suquamish tribes in an effort to assist them with their mission of creating jobs, retaining existing jobs, expanding business operations, promoting new business and employment opportunities for the tribal communities, as well as work to protect and enhance the natural resources. Olympic College developed and implemented an integrated automotive technology certificate for low-income, disadvantaged adults, most of whom needed basic education and literacy skills. The course outline and syllabus is available upon request.

## **Try-A-Professional/Technical Career**

Green River Community College

*Recruiting and advising*

This past year as part of GRCC’s Opening Day celebration, the college hosted “Try-A-Professional/Technical Career.”

Faculty in the professional/technical programs hosted workshops giving all college employees the opportunity to try a hands-on project related to that occupation. The goal of this project was twofold. First, the college wanted to better orient the college community to the important role of professional/technical education in a comprehensive community college. Most importantly, the college wanted all employees to experience two occupational career programs in order to become more active ambassadors for professional / technical programs.

The project was so successful that GRCC will repeat the program during next year’s opening day celebration. Comments from employees included, “I never knew what it was like to be a student in this occupation.” And, “I think I will now do a better job of recruiting and advising professional/technical students.”

### **Try-a-Trade/Try-a-Technology**

Green River Community College, Highline Community College, and Renton Technical College  
*Non-traditional employment and training*

This is a one-day opportunity for high school students to learn about trades, technology, and non-traditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trade and technology related programs, and learn about career opportunities in a variety of fields.

### **Universal Design for Learning and Learning Assessment System**

Renton Technical College

*Adapting to emerging technologies; curriculum development projects*

Renton Technical College began a pilot in which instructors and staff were trained on the concepts of Universal Design for Learning (UDL). UDL is based on brain research and promotes providing increased accessibility for *all* students, not just those with documented disabilities. UDL's "open door approach" helps students who are undiagnosed or who don't want to be singled out as disabled, or who have learning problems that are not severe enough to be considered a disability but still impede their success in the classroom. Instructors in the Pilot Project classrooms implement teaching strategies which have been shown to be effective in helping students with learning disabilities. Using the UDL paradigm, these strategies are offered to the entire class right from the beginning of the quarter, which speeds up help to those who need it. As a part of this Pilot Project, a Learning Assessment System began to be developed. In the LAS, a tool was created which helped instructors identify student learning barriers and learning strengths and also gave students a report with specific suggestions based on their learning profile. The instructors could work individually with students who seemed to need more help or could refer them to the Educational Services Support team (Disabled student services and Learning Disabilities counselors) or the Student Success Center for more help.

### **Variable-Credit and Competency-Based Curriculum: Linking Learning and Workforce Development**

Green River Community College

*Competency-based education*

Green River Community College's automotive technology program is a model, innovative program that links workforce development and competency-based learning. Students may enter the program at any time on a space-available basis. The curriculum is based on the National Automotive Technicians Education Foundation's (NATEF) competencies. Competencies are divided into eight topical areas and are further divided into three priority levels. At GRCC, students are required to exhibit mastery in 95 percent of the P-1, 80 percent of the P-2, and 50 percent of the P-3 competencies in each topical area. Credits are earned in a variable manner, based on a percentage of the tasks completed.

Another unique characteristic of the program is that these competencies are not just skill-based. Prior to participating in the hands-on portion of the course, the student must read the required material, complete homework assignments, and pass a written examination. Therefore, students are also assessed on their development of written communication, quantitative reasoning, and critical thinking skills. As designed, this program is truly an exceptional workforce training program. The program is

open-entry, open-exit and is flexible. Faculty are facilitators of learning. As structured, the program is truly responsive to meeting the needs of all types of learners.

### **Via Nueva**

Cascadia Community College

*Adapting to emerging technologies; curriculum development projects; integration of basic skills*

This project was a bilingual (Spanish/English) program that engaged students in learning to provide them with the job skills for computer applications training to support work in offices as entry level bilingual office assistants. It was targeted to ESL level 5 and 6 students, and offered over three quarters. It was a learning community linking office ESL with computer applications skills.

### **Water Supply/Wastewater Technology Online Program**

Green River College

*Distance education*

Green River Community College has funded conversion of existing water supply and wastewater technology courses to an online format. As part of the project, a web site has been developed providing information about careers in the drinking water and wastewater field as well as information about the GRCC water supply and wastewater technology program. To date, three courses have been converted to an online format with two more slated for conversion in the near future.

Because GRCC has the exclusive water supply and wastewater technology program in Washington, it is appropriate for GRCC to provide alternative training opportunities. Target populations are those currently working in the field who cannot attend classes on the GRCC campus as well as entry-level students from remote locations.

The project partnered a faculty member with drinking water and wastewater subject-matter expertise and a faculty member with computer-technology expertise. Together, they explored online learning formats, selected an appropriate format for the courses they envisioned, and set about learning what they needed to know to utilize online technology.

The web site has become an important marketing tool for the program. Potential students and counselors can quickly obtain career information while learning about the GRCC program.

The course materials available online also serve as a resource for students in the traditional classroom. Having these types of materials available to students online has also changed the classroom dynamic; the class can spend more time on subject matter and less time on course organization details.

## **Workforce Competency-Based Math \*NEW\***

Centralia College

*Competency-based education; curriculum development projects*

The intent of this project was to integrate competency-based math into the workforce programs working toward better degree and certificate graduation rates. Electronics, Robotics, and Automation and Computer Science faculty worked with the math department and created math courses covering the math fundamentals and linking the concepts to the critical aspects of their program. TMATH 171 was created for Computer Science programs and TMATH 121 was developed for Electronics, Robotics, and Automation. In Welding and Diesel we were able to continue to use TMATH 116 but used examples and content relating back to math used in those two programs. The Business Math course was able to stay the same but did make some adjustments to the curriculum. Criminal Justice students have more foundational needs so they have the option of 3 different math courses to fulfill the degree requirements. Medical Assistant students have a new Medical Math course which will be offered twice a year.

## **Workforce Strategic Enrollment Management Plan**

South Seattle College

*Adapting to emerging technologies; assessment and follow-up; recruiting and advising*

This project was designed to assess enrollment trends in order to provide responsive adjustments to program offerings. Recently, SSSC formed a cross-disciplinary Strategic Enrollment Management (SEM) team from instruction, student services, research and the business office to track the enrollment and retention of students from the point of entry to graduation or employment. We believe that the implementation of this project has been instrumental in SSCC meeting its enrollment targets for (2005-2006) one of the few urban colleges that met enrollment targets this year.

## **Web Internship**

Tacoma Community College

*Business and industry partnerships for program improvement; curriculum development projects*

An alternative to traditional site-based internship, an option that allows students from the web development program (or art, technical writing, journalism, and English students could also enroll as an elective and opportunity to start or add to a portfolio) to work in a team-based environment developing web sites/pages for small businesses and non-profit organizations. Students enrolled in this internship are assigned to a student team and a series of web development projects. For projects, students work with their team to identify client needs, analyze project requirements, design website/page, and then as directed by the client, provide the web application to the client portfolio.

Once the internship convenes, faculty serve as consultants for group projects and intercede as necessary in relationships with clients. Faculty is responsible for coordinating the assignment of teams to web projects. Web development opportunities are solicited from local small businesses and non-profit organizations either through direct marketing or through partnering with entities.

## **Wimba-Enhanced Curriculum Design Institute**

Pierce District

*Adapting to emerging technologies*

Training program for a system related to Blackboard technology that enables the addition of rich media, in the form of audio/voice recordings, to online classrooms and Web pages. Wimba VoiceTools is an emerging/maturing voice over IP technology that has a suite of tools to facilitate online communication. Use of this system will provide Professional/Technical instructors additional strategies for communicating online, like voice discussion boards, voice e-mail, voice chat, podcasting and voice presentations describing viewed Web pages. Through our efforts to support curriculum design this project is import for three primary reasons. 1) It enables the addition of another channel of communication to online classrooms and Web pages through a user-friendly interface and will enhance learning through more efficient and effective sharing of information. 2) Social activities are an important facet of the learning environment for the next generation of students coming to the community college and this Web 2.0 communication system uniquely supports teaching and learning environments by adding audio information to the resources used by the community of learners. 3) The cost of using these specialized technology systems is high and concerted rollout with thorough training will improve the benefit realized for the resources consumed.

## **Women in Trades Empowerment Training Series \*NEW\***

Renton Technical College

*Non-traditional employment and training*

RTC developed a curriculum for the Women in Trades Leadership Empowerment Series that was launched as a day-long seminar, held quarterly, for RTC students who identify as “women in male-dominated professions”. The seminar has four components:

Part 1: Assertive Communication Training. This workshop helps students understand the role that dominant culture and media play in the socialization of females.

Part 2: Assertive Communication on the Job. This workshop introduces an assertive and incremental approach to creating change in the male-dominated workplace.

Part 3: Personal Safety and Understanding Your Rights. This workshop introduces the legal definition of sexual harassment and share ways to identify, document and derail sexual harassment in the workplace.

Part 4: Relationship-Building with other Women in Trades. This workshop discusses how working in a non-traditional field can impact a women’s female identity and highlight the benefits of networking and establishing a strong women’s support system.

Students also received support in creating the Women in Trades Club and logistics for participation with the WA Women in Trades Organization were developed.

## **Workplace Skills for English-Limited Learners**

Clark College

*Integration of basic skills*

Clark College facilitated an ESL training partnership that met to identify and address needs for ESL training in the business community. Participating partners included the local economic development council, workforce development council, private industries council, and several area employers. The partnership resulted in an ESL Guide for Employers, a joint services strategy, and ESL training with two local employers. This project developed an effective model for community partnership in workplace skills training.