

Trinidad State Junior College

Case Study Report – Data as of May 2013

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INTRODUCTION

In 2011, Colorado received a \$17.3 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor. The grant-funded project, the Colorado Online Energy Training Consortium (COETC)—has two principal purposes: 1) enhance the state’s energy-related programming by transforming curricula into more accessible formats using technology and mobile learning labs, and 2) develop and implement a redesign of the state’s developmental education (DE) program. Project goals include expanding access to degree and certificate programs in energy-related fields, increasing retention and completion of certificate and degree programs at the community college level, and developing a trained workforce for the changing job market.

The COETC project involves the thirteen colleges in the Colorado Community College System (CCCS) and two local district colleges, Aims Community College (Aims) and Colorado Mountain College (CMC).

CCCS contracted with Rutgers School of Management and Labor Relations (Rutgers) to be the COETC third-party evaluator. In this role, the Rutgers team created and implemented a multi-faceted research assessment design that includes quantitative and qualitative data collection and analysis.

A major component of Rutgers’ COETC evaluation is a cohort study that compares the educational outcomes for students enrolled in traditional courses to those for students enrolled in COETC-developed and funded courses. In particular, this research focuses on the COETC’s second goal as described above. The study’s objective is to assess the success of DE courses restructured under the guidelines of the Colorado State Task Force on Developmental Education Redesigns (State Task Force) and the success of the redesigned energy courses at the seven participating energy colleges. Specifically, it will evaluate the impact of factors such as demographics, Accuplacer scores, course registrations, student grades, employment status, and wages on rates of retention, program completion, and employment after graduation. The methodology consists of quantitative analyses of student and course data from Fall 2011 through Spring 2014 along with qualitative analyses of student experiences.

Toward the end of the Spring 2013 semester, Rutgers distributed four reports covering the study data collected to date from individual colleges and the consortium as a whole: “Integrated Year End Report,” “Career Coach Caseloads Analysis,” “Redesigned Course Outcomes,” and “Master Course List.” This case study provides an interim report, based on data provided in these reports, on the progress to date of Trinidad State Junior College (TSJC) under the COETC grant as of May 2013.

The sections that follow 1) outline the overall study methodology and data sources, 2) provide background information on TSJC and its student population, 3) summarize the goals of TSJC’s COETC energy and DE programs, 4) describe the redesigned energy and DE courses (math,

English, and reading) and present data on enrollment and outcomes, 5) assess the success of the career coaching program instituted by TSJC as part of its COETC program, and 6) conclude with recommendations for TSJC specifically and for the consortium colleges in general with regard to their COETC-funded programs.

METHODOLOGY/DATA SOURCES

Quantitative Analysis

During the first project year, Rutgers worked closely with CCCS to refine the quarterly reports required from each of the system's participating colleges. Rutgers has used data from these reports to track progress and to provide the foundation for other data collection. In collaboration with CCCS, the district colleges, and college career coaches, Rutgers developed and revised an Electronic Student Case File (ESCF) to capture data relating to the COETC career coaches' work with grant-eligible students. (The ESCF records demographic and academic information and tracks the issues and goals coaches and students work on and any referrals made.) In addition, Rutgers designed a pre-course survey to collect information on student expectations about course work and career goals. The colleges administered this survey to students in traditional and redesigned DE courses in Fall 2012.

The Rutgers team has also been working closely with CCCS and the district colleges to access the Banner student system (and TSJC's data system) to track student progress and achievement and to collect and analyze data for the cohort study.

Qualitative Analysis

Rutgers' qualitative evaluation focuses on COETC process issues and the experiences of project team members and participating students, faculty, and staff at the 15 colleges in the COETC consortium.

As part of this analysis, team members reviewed relevant documents, text answers from quarterly reports, ESCFs, pre-course survey results, and materials and websites developed by the State Task Force, CCCS, and/or individual colleges. Rutgers team members have conducted phone and in-person interviews with project leads, faculty involved in the restructuring and/or teaching of DE and energy courses, instructional designers, data coordinators, senior college administrators, and, whenever possible, students. On-site interviews were conducted at TSJC October 22 and 23, 2012. The team members have analyzed transcriptions of phone and in-person interviews to identify program achievements to date, best practices, and critical issues for follow-up. Some of the responses from these interviews are quoted in this report.

Rutgers team members have also participated in conference calls with project leads and career coaches and joined in webinars. In addition, they have observed and participated in forums sponsored by CCCS, such as sessions on DE redesigns.

COLLEGE DESCRIPTION AND STUDENT POPULATION OVERVIEW

TSJC was established in 1925 in south central Colorado near the New Mexico border. This residential and commuter school was the first two-year college in Colorado. The student population numbers over 2,000 students, many from the largely rural population of south central Colorado and northeastern New Mexico. TSJC serves eight counties via campuses in Trinidad and Alamosa. In addition, TSJC maintains a presence for its energy program on the Pikes Peak Community College campus (more on this below).

TSJC offers a range of occupational certificate programs that include Gunsmithing, Aquaculture, Cosmetology, Welding, Holistic Health and Massage Therapy, Line Technician and Nursing. It also offers associate degrees in the humanities, social sciences, and science that prepare students for specific careers such as becoming an early childhood education professional or an electrical line technician. In addition, TSJC prepares students for four-year college degree programs. The overwhelming majority of TSJC students, however, pursue certificates rather than associate degrees. In 2012, for example, 411 students earned certificates compared to 209 students earning associate degrees in science or liberal arts.

A large portion (48 percent) of TSJC's students have identified themselves as belonging to a minority. The majority of minority students (43 percent of the total student population) indicated Hispanic. During the 2011-2012 academic year, 1,685 students (62 percent) were enrolled part-time and 1,045 (38 percent) full-time. Sixty-three percent of students were between 18 and 34 years old, 25 percent were over 34, and 12 percent were under 18. Like most CCCS colleges, TSJC has more female students (1,540 or 56 percent) than male (1,189 or 44 percent). The school serves mostly commuting students but also maintains four residence halls at the Trinidad campus and one at the Alamosa campus.

TSJC'S COETC GOALS

Energy Program

TSJC offers electrical line technician certificate and associate of applied science degree programs at the Trinidad campus and at the Pikes Peak Community College (PPCC) campus in Colorado Springs. The certificate programs focus on preparing students to be hired at the apprentice level by power utilities. The five-year-old Rocky Mountain Lineman (RML) program at Colorado Springs takes one semester (26 credit hours) to complete. The six-year-old Southern Colorado Line Technician (SCLT) program at Trinidad takes two semesters (44 credit hours). Both locations also offer AAS electrical line technician degrees, which take three semesters (62 credit hours) to complete. Forty-four of the required credit hours involve line technician courses and 18 hours are in general education.

In addition, TSJC offers an AAS degree for Power Supervisors. This is a management degree that has a pre-admission requirement of 7,500 field hours (approximately four years) as a line technician certified by the Department of Labor. Qualified students receive 43 credits hours for their field experience and knowledge and must take six courses in management plus general education courses to earn the degree.

TSJC is working to expand its energy program through the COETC grant. The stimulus for doing this has been the increasing regional and national demand for skilled employees in the electric utility industry, student need for job placement assistance, and the college's interest in sustaining the program. For its energy program redesign, TSJC proposed transforming its courses into online and hybrid formats. It also proposed employing a career coach to facilitate internships and job placement. Part of its expansion plans involves growing the RML certificate program in Colorado Springs. Over the course of the grant, TSJC has also worked to build up industry partnerships and collaborations as part of its job placement and recruitment efforts. For the latter, it has focused in particular on non-traditional students, veterans, and incumbent and displaced electrical workers.

Developmental Education

In addition to revising and expanding its energy program under the COETC grant, TSJC also worked to increase its retention and completion rates for students who placed into developmental education. These included students interested in career and technical education certificates that require proficiency in math, English, and reading, as well as students pursuing degree programs.

We note here that, along with its redesign efforts under the COETC grant, TSJC is working toward meeting the State Task Force guidelines on developmental education. This case study, however, focuses on TSJC's DE redesign prior to implementation of the task force mandates. We will examine the TSJC's guideline work in later reports.

TSJC'S REDESIGNED DE PROGRAM

Math Redesign

During the 2011-12 academic year, 60.1 percent (46,913) of students enrolled in DE courses across Colorado were enrolled in a math course compared to 25.9 percent (20,243) in English and 13.1 percent (10,877) in reading.¹ It has been a challenge for colleges to serve the high volume of students requiring one or more developmental math courses and to identify methods to encourage successful progress through the developmental pathway.

¹ See CCCS (May 2013), Academic Year 2011-12 Remedial Enrollment and Course Completion Rates [<http://www.cccs.edu/Docs/Research/AY2012RemedialReport.pdf>]

In redesigning its DE math curriculum, TSJC aimed to enable students to work through required sequences at their own pace, thus making it possible for them to accelerate their DE progress. As a head start on the State Task Force’s mandatory curriculum redesign, TSJC compressed its Basic Math and Pre-Algebra courses into a single class where students could advance from chapter to chapter by passing the unit exam with a grade of 75 percent or higher. Some sections of the new course featured a “flipped classroom” where students did homework in class, getting hands-on help as needed from the instructor, while reading the course content online.

English/Reading Redesign

For its COETC English and reading redesign, TSJC intended to revise several English and reading courses. Its goal was to offer nine sections of English 75 and three sections of English 121 through Spring 2013. The CCCS review of TSJC’s proposed classes found them not sufficiently changed to be classified as “redesigns” under the grant. TSJC is now implementing the English and reading DE sequence set out by the State Task Force. As indicated above, we will report on these redesigns in the future.

Redesigned DE Course Outcomes

To help determine the ongoing effects and outcomes of courses redesigned under the COETC grant, TSJC’s project leads reported to the Rutgers team on their redesigned courses and the modality used by developmental education. This information appears below.

Between Spring 2012 and Fall 2012, TSJC redesigned one DE math course and offered seven unique sections. Approximately 77 percent of these sections were offered in Fall 2012. Table 1 displays the course rollout by term along with the number and percentage of total students served by the course each term.

Table 1. TSJC Students Enrolled in DE Redesigned Courses by Term		
Term and Year	Percentage of Total Redesigned DE Population (All Subjects)	Number of Students (Redesigned DE Population)
Spring 2012	22.7	27
Fall 2012	77.3	92
Total	100.0	119

In terms of overall student retention, 66 students (55.5 percent) who registered for the redesigned DE course persisted in the course, while 35 (29.4 percent) dropped the course during the add/drop period and 18 (15.1 percent) withdrew after the term started.

All 119 students served by the redesigned DE course at TSJC were enrolled in math. The grouped mean for these students was 2.61, indicating a grade-point average of approximately

2.6. In the months ahead, we will do a further analysis of means, including comparing section means to departmental means.

Developmental Education Innovative Models and Practice

TSJC's math faculty has developed further strategies to aid students in progressing through their DE requirements more effectively and efficiently.

Boot Camps

To help students advance through remedial math courses, TSJC's Math Lab created boot camps where students could review math materials and "brush up" their math skills before beginning a semester course. The camps are one credit hour and run three hours per day for one week during the winter break and over the summer. After taking the boot camp, students can retake the Accuplacer test. The boot camp's goal is to prepare students to do better in the Accuplacer level they have placed into or help them move to a higher placement level. Students who take the DE boot camp math classes have shown a huge improvement in Accuplacer test scores.

Variety of Learning Methods

TSJC has found that integrating technology components into existing math courses helps accelerate overall student progress while better meeting the needs of adult learners. These tools include online homework, tutoring, practice tests, video instruction, and traditional and online math learning communities to supplement course content and enhance student learning experiences.

Developmental Education Challenges

Online Learning Difficulties

As with other colleges in the grant consortium, TSJC found that some students are challenged by the online portion of hybrid classes or find that the online tools do not serve their learning style. One student noted, for example, that her learning style is more "hands on" and she benefits more from working with an instructor in the classroom than working alone at a computer screen.

Fear of Accelerated Courses

During our site visit, we noted that several students have observed a difference in learning ability between students coming straight to TSJC from high school and those who have been out of high school longer. These students commented that the former can move through the material in a compressed course while the latter tend to "have forgotten" the basics and may struggle with the faster pace. This echoes remarks from students and faculty at other

consortium colleges. In many cases, it seems, adult learners feel they lack basic skills and are not well suited for accelerated and/or compressed learning environments.

TSJC'S ENERGY PROGRAM

As noted above, TSJC offers electrical technician certificates and AAS degrees at two locations. Students in the Trinidad SCLT program tend to be traditional students. In the Colorado Springs RML program, students tend to be older and have some work and/or military experience. Students from out of state tend to enroll in the SCLT program rather than RML, in part because Trinidad provides on-campus residences.

Energy Program Redesign

In redesigning its energy program under the COETC grant, TSJC's goal was to increase its hybrid and online energy programs to expand access to training and thereby increase the number of qualified individuals the college produces for energy-related industries. Initially, the energy programs participating in the TAACCCT grant were concerned regarding what courses could work in hybrid or online formats. During our TSJC site visit, the line technician faculty echoed this worry but also noted that the planned online/hybrid classes may be unique in their delivery.

At TSJC, the line technician program involves a small cohort of students who travel together and learn together. They have one instructor who teaches the majority of the program courses. This person meets and works with the students daily. The instructor for hybrid and online courses would be this same instructor. Thus, the instructor can respond to any issue with online/hybrid course material in the regular classroom and/or the training yard. This arrangement differs from the many online courses taught by off-site faculty with whom the students rarely meet and have very little, if any, direct interaction. Even with this online/hands-on setup, however, faculty did not see how program courses other than introductory classes could work in hybrid or online format.

The problem, as faculty explained, is that line technicians work in tandem and must trust and support one another as they perform their duties. It is only through live interaction, such as what TSJC provides in the traditional certificate setting, that students learn how to work together and watch out for one another. The competencies created via these real-time experiences cannot be created via online courses. It is also difficult to accomplish through hybrid courses, where physical proximity and ongoing interaction is limited to a few days during a course.

The line technician students we interviewed shared similar concerns about online learning. Prior to enrolling at TSJC, some had taken online math courses but found them very difficult and did not do well. When they later enrolled in a face-to-face math class, they did extremely

well. Most shared they were uncomfortable with the online format and greatly preferred in-class teaching, discussion, and learning.

As of Spring 2013, TSJC had transformed one course, Electrical Principles and Applications, into a hybrid format. Twenty-six students enrolled in the class. During Fall 2012 there was some discussion on converting the OSHA safety certificate into a hybrid course. However, the reports we received did not mention this redesign. To our knowledge, then, as of Spring 2013 only one energy course had been redesigned at TSJC.

In terms of overall student retention, 20 students (76.9 percent) who registered for the redesigned energy course persisted in the course, while six (23.1 percent) dropped the course after the semester started. We do not know if these drops took place during the add/drop period or later in the semester.

Current Energy Program “Pluses”

Use of Combined Learning

From our research, we learned that line technician students like the combination of fieldwork and bookwork offered by the TSJC program. Other energy programs across the nation have a narrower curriculum that focuses predominantly on fieldwork and climbing techniques.

Ability to Apply Classroom Learning in Hands-on Training

TSJC energy students learn in classroom and the training yard. Students in the program feel they do better academically because they can apply their classroom knowledge in hands-on situations. In the training yard, for example, the instructor sets up different “stations” that students cycle through and repeat until they are proficient. During field exercises, instructors help students identify and correct mistakes immediately. Students described this technique as “the best way to learn.”

Presence of Experienced Instructors

TSJC’s instructors in Trinidad and Colorado Springs are seasoned, experienced line technicians. Students feel this kind of expertise is essential to learning day-to-day field mechanics and the skills they need to be competitive in the job market.

Job Rodeo

TSJC holds a line technician rodeo each year. At this event, graduating students have numbers affixed to their backs and then climb line poles to carry out various functions. The potential employers in attendance observe these students and identify candidates for their on-site interviews.

Cost Savings

Some students said they had “shopped around” for similar line technician programs but found that many were offered at private schools and had higher tuition costs than TSJC.

Current Energy Program “Minuses”

Online Learning Challenges

As part of its energy program redesign, TSJC plans to put additional courses online, including math and theory. Current students have voiced concerns and anxiety over online versions of their courses. These sentiments echo those of energy program students across the COETC consortium. In general, students worry about issues such as reductions in instructor-student interactions, the potential to fall behind, the difficulty of understanding online reading assignments, and the challenges of time management. Energy students for the most part feel that hands-on learning is more effective than classroom learning. Their anxiety over adapting to a less hands-on, more independent learning style is not surprising.

Distance to Training Yard

Since TSJC’s energy course combines classroom learning and fieldwork, students must meet each day in the classroom for three to four hours of lecture and then travel several miles to the training yard to do field exercises. This travel time lessens the overall time available for direct student-instructor interactions.

Equipment Expense

Line technician students must purchase special equipment for the program, including climbing gear and tool belts that can cost over \$2,000. In addition, students must buy the Merchant’s Manual for more than \$700. Between the manual and other required books, students spend approximately \$1,300 on books in one semester. In addition, students must have a commercial driver’s license (CDL) permit, which includes licensing fees.

TSJC’S CAREER COACHING PROGRAM

Under the COETC grant, the career coach position is meant to facilitate student access to careers in the energy sector and to assist students with any academic and non-academic issues that inhibit their progress or ability to complete a course of study. The coaching functions were envisioned to include career counseling and referrals, academic advising related to career choices, and counseling and referrals for a wide range of social and financial support services. To conform to the COETC’s intent, eligibility for career coach services requires students to be participating in a redesigned DE course or a TAACCCT-supported energy course/program, to

have Trade Adjustment Assistance (TAA) eligibility (or be TAA-like), to be unemployed, and/or to be eligible for other U.S. Department of Labor programs.

TSJC hired its career coach in June 2012. He then spent a good part of the summer learning the ESCF and Banner systems and developing ways to build his caseload.

The career coach feels his past experience as an automotive instructor helps students identify with him better and see him as a mentor and ally. In addition, his shared experiences in industry helps students open up to the coach, which in turn leads to stronger connections.

During fall and spring registration and at the beginning of each semester, the coach has worked with TSJC's academic advisers as they assist and register new students. Any student interested in the line technician program is immediately able to meet with the career coach.

As part of his outreach efforts, the coach sends a letter each term to all SCLT students asking them to contact him. In addition, the coach tracks student use of the line technician program's online orientation course. This allows him to follow up when a student fails to submit required materials or purchase requests for required equipment. This enables faster follow-up and reduces processing delays that might affect a student's ability to start the program.

While these actions are useful, TSJC's coach thinks the most effective way to educate students about his services is spending time in their yard and lab environments. When he does this, students often talk to him when they are on break. The coach has also visited DE classes and he has several students from these classes in his caseload.

As with nearly all colleges in the grant, the way the career coach fits into the larger institutional counseling environment is not clear to all involved actors. Like many other career coaches, TSJC's coach has noted that it is "hard to try and define the job."

TSJC'S Electronic Student Case Files

As mentioned above, ESCFs help career coaches track student progress with goals. Rutgers hoped that TSJC's ESCF data will help it better understand student challenges and best intervention practices, as well as the impact of coaching services on student retention and completion rates.

The career coach creates an ESCF for each student when they first meet and then inputs additional information from subsequent visits and interactions. As of May 23, TSJC's coach had registered 46 students, of which 42 had an active ESCF.² As of September 30, the coach had registered 86 students, but we do not yet have data on how many have active ESCFs.

² Rutgers defines an active ESCF file as a "response in progress" in which student information has been entered into the ESCF but not submitted to the record. Career coaches can return to and update information in active ESCFs. An ESCF that has been closed or submitted to the system by the career coach is considered inactive.

TSJC Career Coaching Targets and Eligibility

TSJC set a career coaching target of 115 students. As of September 30, 2013, the coach had registered 86 students, 75 percent of the target.³

After reviewing active ESCF files and cross-referencing these with students enrolled in all redesigned courses, as certified by the project lead, Rutgers has identified 89.5 percent eligibility for TSJC students registered by the career coach. Table 2 shows the eligibilities of the students using the career coach along with the breakdown of how many students fall into each eligibility category. The majority of students were/are enrolled in a redesigned energy course or program. Only 1.2 percent of students were recorded as TAA-eligible and 19.8 percent as TAA-like. The percentage of students with unknown eligibility status for Fall 2013 was 10.5, a significant decrease from Spring 2013.

Table 2. TSJC Summary of Student Eligibility for Career Coaching				
	May 2013		September 2013	
Eligibility Criteria	Percentage of Total Students in Caseload	Number of Students	Percentage of Total Students in Caseload	Number of Students
TAA Eligible	2.2	1	1.2	1
TAA-Like	19.6	9	19.8	17
Energy Redesigned Course	10.9	5	7.0	6
TAA + DE Redesigned	4.3	2	2.3	2
TAA + Energy Redesigned Course	34.8	16	17.4	15
Energy Redesigned Program			40.7	35
DE Redesigned			1.2	1
Unknown	28.3	13	10.5	9
Total	100.0	46	100.0	86

³ Students registered by the career coach may not have an active ESCF file. In order for the student to be considered registered, the career coach has to fill in basic information such as ID number and name but does not have to initiate an ESCF file. Alternatively, a student in this count may have been served by the career coach and the student's ESCF submitted. Such ESCFs are considered inactive.

Among the 86 students registered, only one student was identified as enrolled in a redesigned DE course during Fall 20123. This most likely reflects the career coach's focus on students in the energy programs.

SUMMARY OF LESSONS LEARNED AND PROMISING STRATEGIES

Early Alert System

TSJC has a very active early alert system that identifies students experiencing academic issues and sets into motion a network of resources to assist the student. After receiving an early alert on a student, TSJC's Student Success Center (SSC) contacts the student and begins an evaluation process that results in a formalized intervention plan. This plan includes an agreement for student success that identifies all the resources to be provided and actions the student needs to do. The SSC tracks the student to ensure he or she follows the agreed-on plan and gets needed assistance. If necessary, the agreement can be adjusted to better assist the student. TSJC's career coach has been integrated into the resource network, especially for energy students enrolled in one of the line technician programs. The promising strategy here is a process for integrating a career coach who is focused on a specific program of study into the existing processes and resources at the college. This model looks like the role of the coach will be able to be sustained after the grant funding is finished.

Recruitment Efforts

TSJC's energy program's recruitment efforts have included advertising on lineman websites and in industry magazines, as well as creating radio ads and radio talk show clips. Much recruitment occurs by word of mouth. For example, many former and current students have family members who are or were line technicians. These individuals are a useful information source about the field and about TSJC's line technician programs. TSJC also has recruited effectively at the regional high school by enlisting the help of high school counselors and participating in job fairs.

Flipped Classroom Component

TSJC combines a webinar component with one of its math hybrid-classroom combination courses. This allows students to watch the lecture on their own time as many times as they wish on virtually any device. It also allows the instructor to monitor whether students have watched the lecture, how many times they watched it, and whether they logged off before the end. Students have responded favorably to the online lecture format. They state that they prefer *seeing* their instructor rather than simply listening to a podcast online. The online lecture has also appealed to students who have been reticent about taking online courses. They feel that this format better maintains their connection to the instructor.

Test-Taking Skills Course

The career coach arranged for an instructor to give a special test-taking skills course during line technician classes. Several of the energy students mentioned this was especially helpful for them and have greatly improved their test-taking ability.

SUMMARY OF CHALLENGES

Hybrid Courses

As noted, some faculty believe moving courses to an online/hybrid format inhibits the integration of theory and fieldwork, that is, students cannot immediately use in real time what they learn online. Given that the industry certificate includes theoretical and practical portions, the teachers fear that students will not do as well as they do when they have face-to-face teaching.

Overlapping Advising Roles

At times, the career coach and someone from SSC or TSJC's other on-campus advising services works with the same student without knowing of the other's involvement or learning of it by accident. While different advisers can complement one another, this situation can also involve service duplication or overlap. It can also create contradictory actions or communications with students. A better communication system is necessary. TSJC is addressing this issue by developing a student database system that cross-populates information and requires entries about rendered services. The system will be accessible to the career coach and other faculty and staff.

Distance

The Colorado Springs-based line technician program is two hours away from the main Trinidad campus where the career coach is located. This creates a challenge with respect to the coach's regular in-person contact with RML students. To address this, the career coach sends a letter to students when they register, and at the start of each semester, the coach, financial aid officer, and one other adviser hosts an orientation at the Colorado Springs campus, where they meet all students in person. After this initial meeting, however, most communication is done via phone or Internet. This is not an ideal situation. The coach is trying to identify additional ways to provide services to the RML students.

RECOMMENDATIONS FOR TSJC

- The career coach and advisers who offer potentially overlapping services at TSJC should develop a communication strategy that allows each adviser to know when a student is

using another service. This will open lines of communication between the coach and advisers, alleviate overlapping services, and let students know they are important to TSJC.

- TSJC should consider using peer mentors to talk about hybrid courses with entering students and subsequently help them during the class. This strategy may help allay fears of incoming students who are reticent about taking accelerated courses.
- What about the number of courses up? How do they compare to other colleges? How does their development of their intended grant objectives look at this point?
- To increase student access to and use of career coaching services, the coach might consider traveling several times each semester to the Colorado Springs campus. Prior scheduling with the instructors might allow students to meet one to one with the coach. He then can follow up by phone or email.

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RECOMMENDATIONS FOR CONSORTIUM COLLEGES

- TSJC's one-week intensive boot camp math course helps students get ready for the Accuplacer exam or brush up on rusty skills in preparation for the course they have tested into. In the past two years, when given a choice, some students have voiced concern over taking an accelerated course. For these students, the boot camp has helped. However, with TSJC now transforming all DE courses to meet State Task Force guidelines, new students will not be familiar with prior classes and so this concern may no longer be an issue. At the same time, several colleges have found boot camps or labs very helpful, and some are continuing them as part of their soft-landing options. Other colleges may find this model useful. TSJC could also consider this model as a possibility for their soft landing as a part of the State Task Force changes at the college
- Use of job rodeos for graduates of TSJC's line technician programs celebrates student achievements while giving prospective employers a chance to observe student performance and follow up immediately with on-site interviews. These rodeos are a model that other colleges might be able to learn from.