



University of Washington – Tacoma Retention Project

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June 30, 2014

Project Summary - Deliverables

“Honest assessment of where we are with practical steps to turn the corner to get where we need to be”

Improvement and /or expansion of transition assistance programs

Expansion of academic course offerings with emphasis on lower division students and learning communities

Evaluation of entering students’ academic preparedness

Improvement and/or expansion of student academic support services

Assessment and evaluation of student engagement on campus

Assessment of administrative processes for at-risk students

Evaluation of the need and use of technology to support retention strategies

Pre-Visit Activities

1. Conference call with Dr. Cedric Howard, Dr. J. W. Harrington, and Dr. Ginger McDonald, project leads
2. Requested data for the review—academic progress policies, reports, surveys, plans relating to student success; strategic plans for campus; organizational charts; statistics; growth planning; retention data for multiple groups as well as overall; NSSE, CIRP data, and Clearinghouse data to determine where students go when they leave
3. Outlined Retention Workshops and set the interview schedule for the first visit
4. All designed to provide a crucial partnership foundation for the project

On-site Activities

1. Dr. Kenyon Chan, Interim Chancellor
2. Dr. J. W. Harrington, Dr. Cedric Howard, Dr. Ginger McDonald, Project Leads (each visit)
3. Faculty and Staff workshops on retention principles and planning; led two workshops on SEM Core Concepts
4. Three Student Sessions
5. Met with the following:
 - Office of Undergraduate Education
 - Student and Enrollment Services Leadership Team

On-site Activities

- Directors of Academic Support Units
- Strategic Enrollment Management Committee
- Academic Leadership/University Management Team
- Faculty Assembly Leadership
- UWT Library Leadership
- The Learning Centre (TLC)
- Global Honors
- Academic Advising Center

Primary Observations

1. UW Central University Services
2. Student Engagement
3. Reorganization of Advising
4. CORE
5. Foundation of Excellence (FOE)
6. Best Practices in Retention
7. Academic Programming
8. Best Practices in Data

Primary Recommendations

1. UW Central University Service Issues – Transfer articulation must resolve the delays and the confusion for transfer students; drain on resources
2. Student Engagement Improvements
3. Reorganization of advising
4. First Year CORE
5. FOE Refresh program – participated in 2009 but have grown first year enrollment since and desire to grow it even larger
6. Best Practices in Retention
7. Academic Programming
8. Best Practices in Data Collection and Analysis
9. SEM Plan upon the completion of a Strategic Plan

Observations: UW Central University Services

1. The relationship with UW Seattle has many advantages but there are a number of service issues that are problematic for student success
2. A major issue came to the fore regarding transfer credit
 - Limited ability of UWS's data base to handle Tacoma equivalencies
 - Students do not have credit for pre-requisite courses
 - Students begin at UWT without being able to register for some classes, which is both a recruitment and retention impediment
 - Advisors have to go into the system to make exceptions so that students can register for classes
 - Nine students per day at 20 minutes each to fix transfer credit issues
 - Five to ten hours per week on non-developmental advising issues as a result

Observations: UW Central University Services

3. Tacoma has pressed this issue with UWS, and a solution seems possible
4. The University of Washington Student Information System is a legacy system and is UWS specific; this makes for a number of challenges for UWT and its students
5. Having IR for UWT at UWS is limiting for timely Student Success reporting and research; the lack of access to data at Tacoma is a land mine
6. Students cannot easily make on-line tuition payments. Only cash or checks are accepted.

Observations: UW Central University Services

7. Students have to go to UWS to set up a payment plan
 - If they have fallen behind in payments, they are feeling disconnected already
 - If they don't know where they're going, it's unlikely they will get there

Recommendation 1: UW Central University Services

1. The number one issue to insist on: Ensure UWS fixes the Tacoma transfer equivalency problem; bring all necessary pressure to bear
2. If there is cost involved for UWT, pay it; this is serious and urgent
3. UWT should advocate for more flexibility and/or autonomy from UWS in handling issues such as payment plans and on-line payments; UWS, in this regard, is having a negative impact on students staying at Tacoma with barriers and dissatisfaction
4. Institutional Research resources should be brought back to Tacoma; UWS IR staff are highly competent and committed, but UWT needs its own IR office to help clear data gaps and improve access to data essential to guide student success

Observations: Student Engagement

1. Students interviewed in three groups during the consultants' visit expressed consistent concerns about involvement on campus
 - Only a third of the campus knows what's going on, they say
 - Students don't know about scholarship opportunities or completing the FAFSA to renew their financial aid
 - It's hard to get to know people; there is no unity, no school spirit
 - Involvement comes more easily to freshmen (CORE) than transfers
2. Engagement is lacking in the classroom; even in small classrooms settings, there are just lectures
3. Although faculty express an “accommodation culture” for the life issues of their students, students themselves express concern about support

Observations: Student Engagement

4. Students describe services as “passive”
5. Students of color do not see themselves as part of the university
 - “Urban serving” does not seem real to them
 - Support structures do not seem to exist for African-American, Latino, or Native American students
6. Students express many of the issues and concerns of commuter students: Life happens and they are pulled more to the demands of life outside the campus, diminishing engagement
7. Students are more likely to make time for service projects than for clubs and student government

Recommendation 2: Student Engagement

1. Language can be incredibly powerful in setting expectations and creating environments: The campus should actively eschew the phrase “institution of higher education” and adopt “community of higher education” in referring to itself
 - “Institution” connotes a passive place where things happen to you
 - “Community” suggests membership, participation, contribution
 - “Community” sets a campus apart from other “institutions”
2. While the campus rightly celebrates the diversity of its students, it should overlay the concept of inclusion to ensure that all students feel a part of the whole community. The explicit expectations of the campus should be to make each difference of race, culture, faith, gender, sexual orientation, or experience a contributor to the whole of UWT

Recommendation 2: Student Engagement

3. The campus should work to create a Culture of Service
 - A physical, visible space from which service projects could be coordinated should be created
 - The campus should create a continuum of service from a one-off neighborhood clean-up to a multi-location day of service to Alternative Spring Breaks (ASBs) in diverse locations, to service learning embedded in the curriculum (possibly in CORE)
 - Busy students who may have themselves at some time in their life benefitted from service will gravitate to opportunities to give back if projects fit their schedules
 - Create a campus Food Bank; the campus community will support it; it can build relationships with the larger community; and students will use it

Recommendation 2: Student Engagement

4. Cultivate leadership by expanding on the recently begun leadership certificates
 - Create quarter long, curricular-based leadership training in Student and Enrollment Services that includes a service project designed by student participants
 - Expand your Leadership Awards Program that gives recognition to student leadership in service (in addition to more traditional leadership recognition)

5. The campus should seek Carnegie Engaged Campus designation

Recommendation 2: Student Engagement

6. Expand and promote the Gift of Service award program and the Outstanding Student Contribution and Achievement Recognition (OSCARs) program
 - Faculty/staff nominated; representative selection committee
 - Recognize those who make significant contributions to UWT

Observations: Educational Advising

1. There is a disconnect between advising and recruitment since the centralization of advising; there is also a disconnect between advising and admissions and advising and the program areas
2. Academic Alert needs more buy-in from faculty especially those teaching first year courses; add it to their course syllabus
3. Need to maintain a developmental advising model but transfer exception work is pulling advisors away from that approach; see the transfer section for recommendations
4. Degree audit is not fully functional due to the transfer credit equivalency issue (see the UW Central University Service issues section above)

Recommendation 3: Advising Reorganization

1. Central advising sees prospective students and first and second year pre-major students; program advising upon a student's transition into their major or third year; peer advisors remain with central advising
2. The focus is on transition points – high school student into first year; first year student into second year post-CORE; transfer student into third year
3. A centralized note-taking system and a centralized appointment booking system for all advisors is needed; joint training is needed as well as a fully functional degree audit system (see UW Central University Service issues section above); caseload method for advising

Recommendation 3: Advising Reorganization

4. Create Mission and Vision statements to define advising roles; form an advising council to maintain connections and communication between central advisors and program advisors

Observations: First Year CORE

1. CORE plays a critical role in creating community at UW-Tacoma
 - The power of CORE is its cohorts
 - Provides a familiar environment with same cohort
 - Helps people feel comfortable in asking questions
 - Helps students to get involved
2. CORE brings UW-Tacoma a unique approach to first year studies
 - It incorporates three of Kuh's High Impact Practices (HIPs): Learning Communities, Common Intellectual Experience, and First Year Seminar and Experience
 - It has recruitment potential as a brand: a unique Tacoma experience
 - Faculty in CORE meet to assess how well outcomes were met

Observations: First Year CORE

3. Potentially, CORE may have degraded over time: faculty used to co-teach; now CORE classes are “sometimes” linked

4. Students have a number of concerns about CORE
 - CORE places students into classes even if they have the necessary background
 - CORE is like high school, and lacks university rigor
 - “Classes were pointless until you get into your major”
 - There is not a natural connection to the major
 - When students move to the sophomore year, they feel slammed
 - In the third quarter of the first year, students have only one CORE class; they are starting to lose the connection to the cohort
 - They feel disconnected in “regular” classes
 - A lack of rigor in CORE does not prepare for what comes in 200 level classes

Observations: First Year CORE

4. Bridge seems to be more well-received by students than CORE: they describe it as more rigorous and a great entry to UWT
5. CORE is something of a conundrum: its cohort format helps acclimate students and build community, incorporating best practice HIPs, but it is not structured as a familiar college approach; some students UWT wants to recruit may be disinclined to come because CORE is “too out there,” too “non-standard”
6. There is considerable discussion of—and planning for—direct freshman admission to academic programs: what will that mean for CORE?
7. There is no evidence that high-achieving students in the CORE leave Tacoma because of concerns about rigor

Recommendation 4: First Year CORE

1. The campus should undertake a full assessment of CORE, including analysis of the program's learning outcomes over time with an attempt to demonstrate how CORE impacts student success
2. The assessment should pay particular attention to building rigor in CORE classes
3. The assessment should explore how the handoff from CORE to second year courses can be improved
4. Assessment of CORE should also include ways in which CORE could be more integrated with the majors
5. The campus may want to reposition CORE in ways that emphasize its high impact practices (HIPs) and their support for success

Recommendation 4: First Year CORE

6. Before more units move to direct admission to majors, the campus should explore ways to ensure that the value of CORE is not lost: If direct admission becomes the norm, how can CORE be embedded in the major?
7. The campus should include in the CORE assessment the role of the Bridge program
 - The uniformly “feel good” evaluations and anecdotal comments about high rigor suggest Bridge should be expanded with positive student success results
 - The assessment should look at the students who could best benefit from Bridge and seek to determine the scalability of the program as a major companion piece to CORE

Observations: Foundations of Excellence (FOE)

1. A detailed report was completed in 2009 with five key Institutional Imperatives
2. An action plan was developed based on the nine dimensions of FOE
3. A progress report in 2014 revealed that many of the recommendations were completed or are in progress
4. Institutional FOE Report completed only three years after the first year intake; concerns over relevancy and lessons learned since completion

Recommendation 5: Foundations of Excellence (FOE)

1. Consider participating in the FOE Refresh: “an updated, re-energized self-study that produces a new action plan that fits the institution’s current context.”
2. “Findings from the previous self-study may become less relevant because of variations associated with change over time. FOE Refresh allows an institution to re-visit its self-study so that it can maintain momentum for its continuous quality improvement and student excellence efforts.”
3. By completing the FOE Refresh it will draw into focus the work needed around CORE and Bridge as part of the first year experience.

Observations: First-Year Retention

1. First-year retention at UWT is improving
 - First to second year retention rate for the 2006 freshmen cohort was 66%; for the 2012 cohort it was 77%
2. Likewise, graduation rates of First time in College (FTIC) are also improving
 - Four year graduation rates went from 24% for the 2006 cohort to 45% for the 2009 cohort
 - Five year graduation rate for the 2006 cohort was 40%; for the 2008 cohort it was 51%
 - The latter graduation rate would virtually ensure that the six year graduation rate for the 2008 cohort would surpass the national average

Observations: First-Year Retention

1. Retention issues are not fully understood on campus
2. Faculty have less experience with lower division students
3. Interviews with students, staff, and some faculty indicated that faculty sometimes have difficulty adjusting teaching styles between various student cohorts, especially when moving between first year students and transfers
4. Many believe that freshmen are weaker students than the transfers traditionally attracted

Observations: Third-Year Retention

1. The sense is that transfers are not a problem, and are stronger than FTIC students
2. There is a data gap in fully understanding transfer losses and continuance
3. There is not enough data to tell the transfer story

Observations: Best Practices in Retention

1. “Access without support is not opportunity” or “access without success is not access”
2. There is a conflict of UW brand and access—split personality—knowing the students you have and teaching them differently
3. It is unclear how UWT ensures that students have minimum English and math skills
4. UWT students have difficulty getting remediation because Washington law does not allow four year colleges to offer remedial courses; students must pay for remediation at community colleges

Observations: Best Practices in Retention

5. 55% of UWT students are multi-lingual; one third say English is not their primary language
 - This information is acquired through a survey at initial registration
 - It is potentially problematic that these students will not understanding the language of assignments
 - These students may lacking vocabulary and/or U.S. experience

Recommendation 6: Best Practices in Retention - Pedagogy

1. UWT should look at strategic ways to bridge the gaps between freshman cohort students and transfers, and between levels of preparedness—in the curriculum, in pedagogy, and in services
2. The campus must address deficiencies in English and math skills when students enroll; students who delay meeting deficiencies are far less likely to persist
3. The campus should explore how to embed remediation into for-credit courses; requiring students to pay for remediation at the community college is a recipe for the them to drop out
4. English language proficiency must become a major priority of the campus; policies and practices are essential to support students

Recommendations 6: Best Practices in Retention - Student Support

1. TLC and Supplemental Instruction (University of Missouri-Kansas City)
2. Diversity vs. Inclusion
3. HIPS – High Impact Practices
4. Non-Major Ready issues
5. Academic Alert
6. Education Advisory Board membership for best practice data
7. Sophomore transition support
8. Promote awards programs to showcase leadership on campus and in the community

Observations: Best Practices in Retention-TLC

1. TLC participation has almost doubled in the last 18 months in new, central space in the Library, and faculty seem to rely on the TLC to handle students' preparedness gaps
2. Students interviewed in three groups had positive things to say about TLC but suggested that others don't know about it
3. The TLC has a certain passive feel to it: staff wait for referrals, for students to come to them
4. Coordination with faculty requires more interaction: TLC staff who went out to meet faculty found great information about needs and could shape service as a result

Observations: Best Practices in Retention-TLC

5. Attendance at workshops is a challenge; over five attendees is rare
6. The campus is increasingly interested in assessing the TLC's effectiveness
7. Staff seem to be unclear as to how to determine impact of TLC on student success
8. Students use a swipe card system in the TLC, but the data collected are not used
9. Staff resources do not appear readily available to analyze participation data and determine impact

Recommendation 6: Best Practices in Retention - TLC

1. TLC staff should be more engaged with faculty; consider linking staff to faculty teaching gateway courses in order to tailor support to course content; this can grow knowledge of what faculty need and expect, resulting in more targeted services
2. Consider the Supplemental Instruction model to increase outreach and increase support – See UMKC
3. Although the TLC location is highly visible, there should be consideration to satellite locations for TLC services in order to keep them in front of students: adopt a meet-them-where-they-are approach
4. Data essential to assess the effectiveness of TLC exists from student participants but will require UWT IR resources to actually do the assessment

Observations: Best Practices in Retention-Academic Alert

1. UWT has an Academic Alert process in the central advising unit
2. Academic alert has poor faculty participation (40-50 single student reports per term)
 - Academic advisors reach out to faculty every two weeks
 - Faculty have to fill out a form for each student
 - When a faculty member sends an alert, he/she receives communication about what will happen
 - Within 72 hours the student receives two emails and a phone call; if there is no response, also a letter
 - Alert information is not in the student system

Recommendation 6: Best Practices in Retention - Academic Alert

1. The campus should work to improve faculty awareness and use of the Academic Alert program
2. The requirement that faculty complete a form for each student they wish to put on academic alert must be changed
 - Learning Management Systems (LMS) generally have means for both touching the student and also alerting a service unit such as the Academic Advising Center
 - The campus should consider software such as Starfish or MapWorks that could provide a wide range of student success services, including academic alert
 - Failing that, there should be an automated workaround to forward student names for the alert process

Recommendation 6: Best Practices in Retention - Academic Alert

- While making it easy for faculty to send names forward will be the best driver of participation, there should also be marketing about the service to demonstrate its effectiveness, including support from administration and student leaders

Observations: Best Practices in Retention- High Impact Practices (HIPs)

1. The use of HIPs by a wide range of campuses has been shown to be one of the most positive factors in improving student success
2. UWT's CORE employs three of the ten most frequently identified HIPs
 - Common Intellectual Experience
 - Learning Communities
 - First Year Seminar and Experience
3. Other HIPs appear to be utilized in various but perhaps less integrated, or strategic, ways at UWT
 - Capstone Courses are mentioned with regard to departmental honors and Global Honors
 - Diversity and Globalization are often mentioned

Observations: Best Practices in Retention- High Impact Practices (HIPs)

- Undergraduate Research is present and positively mentioned by students, but it is unclear how many students participate
- Internships are also present, but the extent of their use and degree of strategic integration at UWT are unclear
- Community-based Learning and its role are unclear
- Writing-intensive courses are undoubtedly utilized by the faculty, but their strategic role in student success is not mentioned
- Collaborative assignments and projects likewise are undoubtedly present in the curriculum but do not appear as part of the strategic direction of student success

Recommendation 6: Best Practices in Retention - High Impact Practices (HIPs)

1. The campus should undertake an inventory of where HIPs are being used to determine the extent of their use in the curricula of the units
2. The campus should utilize the inventory to sponsor a UWT Best Practices conference for UWT faculty and staff to showcase disciplines successfully utilizing HIPs and foster more use of HIPs
3. Part of the campus's strategic planning should consider how to embed HIPs into the Student Success Plan

Observations: Best Practices in Retention-Global Honors

1. Global Honors (GH) has brought in 20 students in the junior year; this year will double to 40
2. UWT now has honors options in CORE; the assumption is that this is a gateway to GH, but students would still have to apply
3. Internationalism is hard-wired into people of the South Sound
4. With UWT enrollment of 7000, GH could have 150 students
5. GH is important in terms of being a community of learners
6. GH has little impact on recruitment/retention of high ability freshmen

Recommendation 6: Best Practices in Retention - Global Honors

1. The campus should extend Global Honors fully into the freshman cohort to maximize recruitment potential and to then retain high ability students
2. Integrating Global Honors into the CORE curriculum would also be an attractive recruitment tool
3. Freshmen who participate in Global Honors should be selected for full admission at the point of admission, and should not have to apply later

Recommendation 6: Best Practices in Retention - Global Honors

4. Global Honors should look at the strategic use of HIPs for its students
5. The South Sound's international businesses could provide fund-raising opportunities for Global Honors expansion

Observations: Academic Programming

1. Additional academic program development in universities should grow out of the campus's strategic planning process
2. That said, there are holes in UWT's program offerings that would keep some students from considering attending or might lead them to transfer to a school that had what they wanted
 - First generation students' families push pre-professional programs such as medicine, pharmacy, and law as a means to a good life, yet UWT does not appear to be intentional in recruiting and supporting students with these interests
 - Federal health policy has opened the possibility of new health-related programs that do not have the expense of clinical rotations but that could bring students to UWT

Observations: Academic Programming

3. There are fairly obvious academic program possibilities that UWT might consider in the near term that would most likely emerge from strategic planning in the future
4. There are reportedly select South Sound employers with needs that UWT could fill
5. UWT has a tradition of interdisciplinary programs that might not translate to prospective students as what they want or may lead current UWT students to transfer away

Recommendation 7: Academic Programming

1. As suggested to consultants, UWT should move forward in exploring a BS in Engineering that could be ABET accredited
2. UWT should move forward a Pre-Health or Pre-Professional Advising Program that would bring intentional support to students who want pre-med, pre-law, etc., programs, regardless of their major
 - An intentional pre-professional support program could provide students (who, as first generation students, have little experience in what to do) with shadowing programs, broker on-campus visits by medical school/law school admissions officers, develop programs for students of color with interests in pre-professional areas, etc.
 - Success from this kind of program can be branded for recruitment as well as helping to move students towards success

Recommendation 7: Academic Programming

3. In exploring health programs, UWT should consider non-clinical programs that might produce enrollments as a result of needs deriving from retirements of Baby Boomers and evolving federal health policy
 - Programs such as Community Health Education, Health IT, or even undergrad Public Health are supported as enrollment producers
 - Coordination with the Pre-Professional program recommended above can channel students from pre-med or pre-dentistry into these newer areas that are not as intensely competitive
4. A mix of the trademark interdisciplinary programs and more traditional majors would advantage UWT in recruiting and retaining students

Recommendation 7: Academic Programming

5. UWT should explore with South Sound companies in areas that mesh with the campus's current programming (existing academic programs, "Urban serving" mission, globalization) to explore academic programs that UWT could supply in a manner that fits the academic standards and values
 - Such companies could provide funding

Observations: Best Practices in Data Collection and Analysis

1. Data exists “out there” and nobody knows about it
2. There is no compendium of existing data
3. Connecting/sharing data doesn’t happen
4. The dependence on the UW Office of Institutional Research for data is limiting
5. Communication around data is an issue
6. Surveys of first year student drop-outs say that half plan to come back the next year; National Student Clearinghouse data does not support the survey information.

Observations: Best Practices in Data - National Student Clearinghouse

1. 99 students in the first UWT freshman cohort (2006) left the university
 - Data collected from the National Student Clearinghouse showed 35 (just over a third) did not enroll anywhere else after leaving
 - Half left UWT within their first year, and the remainder left in the years thereafter
2. Students transferred in the greatest numbers to the following schools after leaving UWT:
 - Highline CC (9)
 - Tacoma CC (9)
 - Pierce College (8)
 - Green River CC (3)

Observations: Best Practices in Data - National Student Clearinghouse

3. A third (19) of the students who transferred only remained at that first transfer institution for one term, while the others (45) remained between two and three terms
4. UWIR collected the data as part of a larger project
5. Thus far, no additional assessment of subsequent freshman cohorts has been done
6. The study did not include analysis of drop-outs in general
7. Clearinghouse data can provide a more complete picture of degree completion than Federally-mandated IPEDS cohort data

Recommendation 8: Best Practices in Data Collection and Analysis

1. UWT needs its own IR function; this should be at the top of the campus's priority list
2. There needs to be attention to what data exists; an inventory of available data should be a high priority
3. Only when the campus knows what data it has can it determine what data it needs
4. Data need to be “cleaned”; work out the issues between what one set of data says compared to another about the same topic

Recommendation 8: Best Practices in Data Collection and Analysis

5. The data inventory should be accompanied with a major communication effort to educate the campus as to what data are “out there”

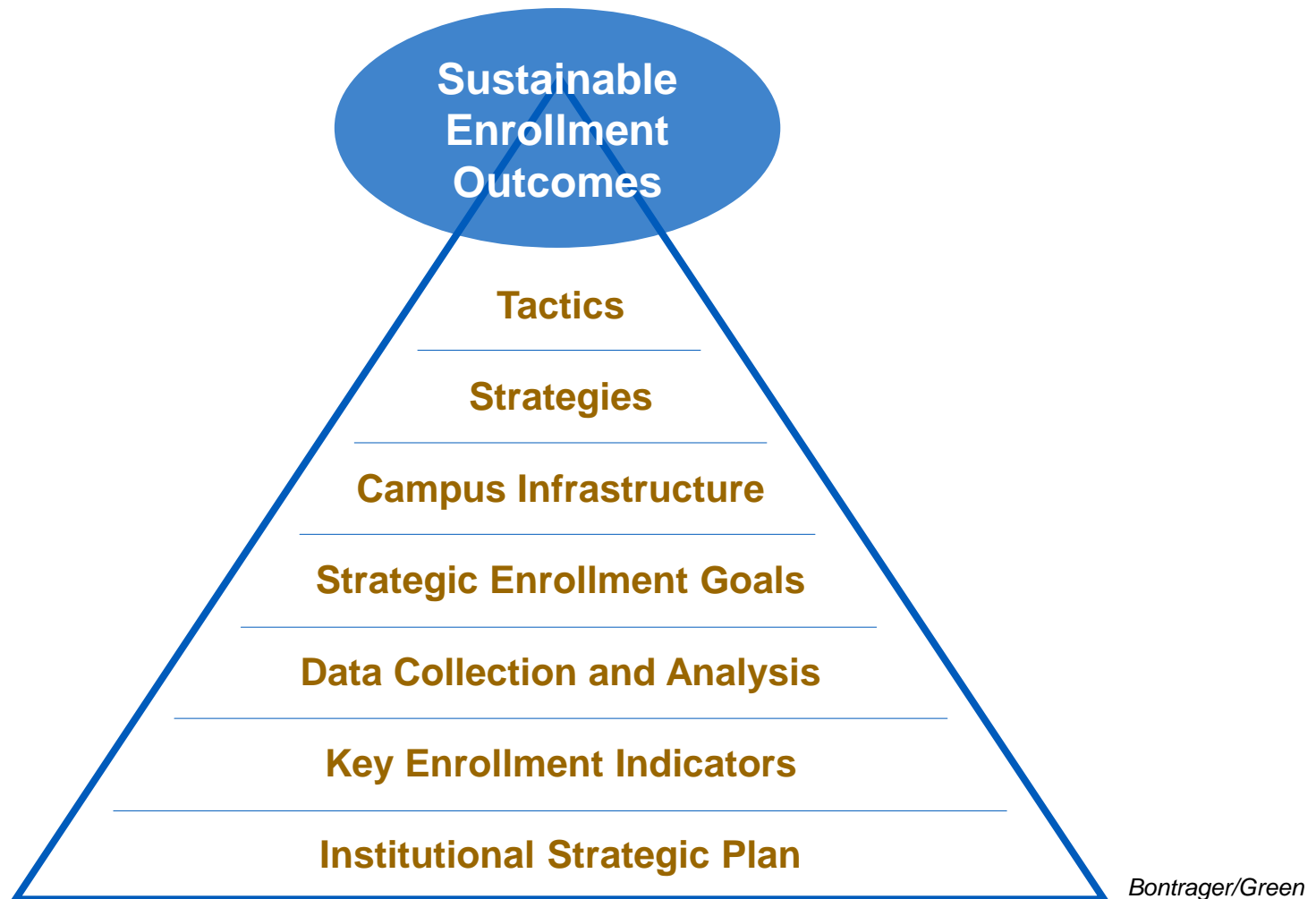
Recommendation 8: Best Practices in Data - National Student Clearinghouse

1. Utilization and analysis of National Student Clearinghouse StudentTracker data should be done on the UWT campus
2. Each freshman cohort should be examined through the StudentTracker lens, not just the first (2006)
3. Additionally, all other students who left the campus should be studied through the Clearinghouse
4. Clearinghouse data can give UWT a better picture of what's happening to its students: a new way of looking at completion comes from combining students who graduated from another institution with UWT graduating numbers

Recommendation 8: Best Practices in Data-National Student Clearinghouse

5. Potentially, significant strategies and tactics can come from analysis of this data: it must be a UWT priority

SEM Planning Framework



Recommendation 9: SEM Plan

- ✓ Upon review and revision of the institutional and academic strategic plans, consider the creation of a new SEM planning framework

- ✓ Key Enrollment Indicators should include but are not limited to:
 - a. Student Type – such as high school direct entry, transfers, undergraduate, graduate, continuing studies, qualifying studies
 - b. Desired Student Groups – including racial/ethnic diversity, academic ability, special skills, first generation
 - c. Geographic Origin – such as local, regional, national, international
 - d. Recruitment Rates – by student type and desired student groups
 - e. Persistence Rates – by student type and desired student groups
 - f. Graduation Rates – by student type and desired student groups
 - g. Institutional Capacity

Recommendation 9: SEM Plan

- ✓ Enrollment Goals should represent what we aspire to be and be grounded in our strategic plan
- ✓ Campus Infrastructure incorporates many of the suggested recommendations above and ensures we have the necessary staffing, skills, structure, service and technology to achieve our enrollment goals
- ✓ Strategies and tactics reflect how we will get there from our aspirations to actual student success

Resources

- AACRAO SEM resources <http://consulting.aacrao.org/publications-events/>
- Foundations of Excellence <http://www.jngi.org/foe-program/foundations-of-excellence-refresh/>
- High Impact Practices <http://www.aacu.org/leap/hip.cfm>
- Supplemental Instruction <http://www.umkc.edu/asm/si/overview.shtml>

Further Assistance

We recognize that there are several recommendations in this report which will take time and both fiscal and human resources to implement. At the discretion of the University of Washington-Tacoma, we are available to assist with the implementation of those recommendations. More specifically, AACRAO Consulting can assist with developing the specifications for soliciting retention software proposals, evaluating proposals and assisting with implementation to ensure maximum return on investment. We are also available to assist with developing policy and procedures associated with the other recommendations.

Please do not hesitate to contact us should you have any questions or wish to discuss any further assistance we could provide.

Respectfully Submitted,

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