### Academic Outreach Timeline

**Mid-1980’s**
- Continuing Education Dept formed to offer evening credit courses at off campus sites: Ottawa Hills HS, Caledonia HS, Grandville MS, Rockford HS, OAISD
- Careerline Tech Center

**2000-2001**
- Patrick A Thompson MTEC facility in Holland opens up to offer school of workforce development courses and programs

**2006-2007**
- College adds off campus operation in Holland
- West Ottawa North HS added as a Lakeshore Campus site
- Dean of Lakeshore Campus appointed
- GVSU Meijer Campus added as a Lakeshore Campus site
- Associate Dean of Lakeshore Campus hired

**2008-2009**
- Caledonia site discontinued
- Byrom Center added as a regional site
- Level I, Level II, Level III off campus designations identified by definition of academic offerings and/or student support services provided (site, center, campus)
- GVSU Meijer Campus added as a Lakeshore Campus site

**2009-2010**
- KCTC added as a regional site
- Kent City added as a Early College Experience site
- Midtown Center added as a Lakeshore Campus site

**2010-2011**
- Academic outreach added to Dean of Lakeshore campus role
- Lowell added as a regional site
- Wyoming Middle College partnership initiated (Cohort 1)

**2012-2013**
- Holland New Tech HS added as an Early College Experience site
- Wyoming Middle College partnership initiated (Cohort 2)

**2013-2014**
- Kelloggsville, Ottawa Hills, GR UPrep Academy added as Early College Experience sites
- Wyoming Middle College Cohort 2 started

**WMC Cohort 1 Data**
- 50 students enrolled
- 100% complete orientation
- 92% retention fall to fall
- 100% successfully pass CLS100
- 90% successfully pass CJ110

**WMC Cohort 2 Data**
- 42 students enrolled
- 100% complete orientation
- 100% retention fall to fall
- 98% successfully pass CLS100
2006-2007
Offered telecourse testing, paper base testing, no online testing
Health Math and Reading, ACT Certification, and Health Education Systems, Inc (HESI) testing

2007-2008
Discontinued Telecourse testing
Moved to Calkins Science Center (CSC) for renovation of the new testing center
Began administering Work keys

2008-2009
Moved back to the Student Community Center (SCC) building to a new and improved space/office
18 computers for testing
Merged with Disability Support Services (DSS) testing
Began using TutorTrac online management software for tracking students that utilize the center

2009-2010
GRCC Academic Testing Center subscribes to National College Testing Association (NCTA) standards
Become institutional member of NCTA

2010-2011
Work Keys moved to Tassel M-Tec
GRCC Academic Testing Center joins NCTA Consortium of College Testing Centers

2011-2012
Ability to Benefit Test began and ended in the same year
During CLEP and Challenge "sale", local CLEP fee waived, Challenge exams fee reduced by 50% for one month – resulting in 50 CLEP and 7 Challenge exams administered

2012-2013
ACT Testing Center status discontinued in all US Centers – loss of revenue
Became a Castle and Comira authorized testing center
Renovations in the DSS Dept. allow for the development of nine (9) DSS testing suites
Evaluated Pearson VUE Test Site requirements, determined it would limit other test offerings in our current space

2013-2014
CLEP transitions to Internet Based Testing (IBT)
Renewing our accreditation with NCTA
Establishing guidelines and implementing procedures for ID verification of online testers
2006-2007
Adoption of TutorTrac online management software for tracking students that utilize the services
Tutoring training is offered in a workshop format for the first time. Online tutor training modules also began
ATC Tutorial Lab establishes semester startup room readiness checks for academic classrooms and labs
ATC Tutorial staff facilitate technology sessions for new student orientation

2007-2008
Summer Bridge Program for Dev Ed Math began
BLC (Biological Learning Center) Awareness Week began in Fall 2007
Tutoring program began utilizing TutorTrac online management software for tracking students that utilize services
The contract was ratified which accredited the lab coordinators into Faculty association - Spring 2008

2008-2009
Language Arts Tutorial Lab realigns with Academic Support Center again
Summer Bridge Program for Dev Ed English began
English Group Tutoring began in January of 2009. (Math Group Tutoring has been established since 2004)
We began offering Online Tutoring on a limited basis
ATC Tutorial staff provide Sunday service in the Library (ATC building closed on Sunday)
Asst Lab Coordinator hired in the ATC Tutorial Lab

2009-2010
Sneden Computer Lab opens
Structured Learning Assistance (SLA) was offered for Biology, Nursing, English, and Math
Facilitation of new student orientation technology sessions transitioned to Student Life Ambassadors

2010-2011
The department action project focused on developing online tutorial/support resources
Clinical Skills Tutoring lab (health Lab)
College Reading and Learning Association (CRLA) Program established and certified at Level 1 - Spring
EN 240: Consulting with Writers (a course designed to prepare students to consult other students in their writing) - Winter 2011
Math Fast Track program was launched
Supervisors’ manual and general tutor handbook developed
One-on-one Peer Tutor scheduling transitions from manual process to using TutorTrac appointment system.
TutorTrac upgrades to version 4.0
Leadership changes take place in the Academic Support Center and Mathematics Tutorial Lab
Off-site location tutoring (Lakeshore campus, etc) began
Structured Learning Assistance (SLA) was converted to Integrated Tutorial Services (ITS)

2011-2012
Exam Cram participation began - December
Program Outcomes Redefined - Winter 2012
Nursing Jump Start Program began
Biology Workshops began (B1I101, B1I17, and B1I21 to start. B1I17 is no longer offered)
At Risk Book Loan program eliminated, Academic Foundation Program textbooks are available in the Reserves section of the GRCC Library
**2012-2013**

- Used SurveyTrac to survey students regarding outcomes - Fall 2012
- The P.L.A.C.E. (Providing Learning Atmosphere through Coaching and Encouragement) is established - Fall 2012
- Addition of two classroom computer labs to Language Art Tutorial Lab - Summer 2013
- Renovation to Language Arts Lab and Health Sciences Lab - Summer 2013
- Space requested submitted for the redesign of the Sneden Computer Lab to better accommodate general student and academic class use
- Collaboration with the College Success Center began. Fast Track Program were offered to Math, English, and Reading
- Academic Support begins reporting to the Dean of Student Success & Retention – Winter 2013

**2013-2014**

- Appointment Based student tutors hired/evaluated by lab coordinators
- The merging of ATC Tutoring Lab with Academic Tutorial Support Services
- Academic Support continues to verify that our services and resources are ADA compliant
- Academic Support will apply for College Reading & Learning Association (CRLA) Level 2 Certification

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**Data Table**

<table>
<thead>
<tr>
<th></th>
<th>Number of Visits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td>ATC Tutorial</td>
<td>58,389</td>
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<tr>
<td>Door Count</td>
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<td>Biology</td>
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<td>Health Sciences</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Reading &amp; Writing</td>
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<td>Group Tutoring</td>
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<tr>
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<td>The P.L.A.C.E.</td>
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<tr>
<td>Math Computer</td>
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<td>Science Computer</td>
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<tr>
<td>Sneden Computer</td>
<td>2,422</td>
</tr>
</tbody>
</table>

**NOTE:** The following will explain some of the inconsistencies which appear in the data provided in the above table.

- In Fall 2011 we separated the computer areas from Biology Learning Center and Calculus Lab to create a separate computer lab. This explains the drop in numbers for each of the two labs beginning this semester. Significant tutoring still goes on in the computer lab.
- Language Arts Lab (Reading & Writing Lab) realigned with Academic Support in 2009
- Math tutorial lab used to track the usage for both computer lab and the tutorial lab together. The separate tracking began on 2008. We were using LabTrac for computer lab. We began using TutorTrac for computer labs during Fall 2010, since LabTrac was not reliable.
- The P.L.A.C.E. was brand new as of Fall 2012. This is a drop-in place for All AFP courses except for MA098.
- Sneden Computer Lab established Fall 2009
- ATC Tutorial Lab begins to track door count in addition to lab visits – Fall 2011

---

Updated: March 17, 2014
Prepared by: Don VanOveren
2006-2007

(2006) performed "Barrier Free Assessment" previously in 2005 completed by outside/independent architects, mechanical and electrical engineers as part of a Five Year Deferred Maintenance Plan.

2007

(2007) IT Senior Project Manager contacted Campus Works’ Chief Information Officer to inquire about accessibility issues in Academic Classroom spaces and compliance in how rooms were arranged and crowded with furniture.

IDEA (Imagine, Develop, Explore, Achieve) Advising Model was developed and Advisor Trac was implemented (Fall 07).

2008-2009

Redesign of testing area to add seven barrier free rooms with accessible technology for proctored testing.

2009-2010

(2010) Facilities performed another "Barrier Free Assessment" previously in 2005 completed by outside/independent architects, mechanical and electrical engineers as part of a Five Year Deferred Maintenance Plan.

Creation of Disability Support Services (DSS) testing area upgrading from three testing rooms to nine testing rooms.

Merged Disability Support Services (DSS) Director and Coordinator roles.

Held Disability Support Services open House.

2010-2011

(Summer 2010) DSS participated in the Case Management and Advising Program (IDEA) for all Students. Also participated in early alert tracking software implemented to provide information to counselors on at risk students.

(Winter 2011) pool lift was installed by facilities to give greater accessibility in wellness courses.

(January 2011) Coordinator of Disability Support Services (DSS) and DSS faculty/staff requested meeting with IT to discuss Accessibility of Technology concerns based around the website layout, Drupal (open-source computer content management system), instructional materials and inaccessible software.
2011-2012

- (Summer 2011) During the renovation of Sneden and White Hall, a wheelchair accessible ramp was installed in the front of the building facing the Sneden Shuttle pick up/drop off.
- DSS participated in Council for the Advancement of Standards in Higher Education (CAS) evaluation

2012-2013

- DSS hired a full time temporary counselor
- ADA College Action Project was created to address issues of Capacity, Culture, Technology and Physical Environments
- Several Staff and Faculty Trainings were added on the topic of Disability
- Etiquette, Universal Design and Accessibility
- Auditing strategy created for reviewing technological hardware and software for ADA compliance and accessibility.
- Purchasing policy changed to include the utilization of the Voluntary Product Accessibility Template (VPAT)
- Purchase of "Compliance Sheriff" allows for audit of all web-based software systems for ADA compliance and accessibility.
- A resource guide for Faculty, Staff and Students was created and housed at http://www.subjectguides.grcc.edu/access
- Upgrade elevators, door levers and evaluate accessibility campus wide
- Wheelchair accessible ramp installed at Mable Engle building.
- Two pending resolutions in reference to complaints filed with the Michigan Office of Civil Rights and U.S. Department of Education Office of Civil Rights

2013-2014

- Added Director of Accessibility Position
- Office of Accessibility established
- Accessibility Indicators created as a campus wide measurement of perceptions on accessibility in College Conversations, Administrative Empowerment, Student Services, Physical Spaces, Instruction and Campus Inclusion
- Accessibility Advocates and associated training was developed as a way to embed campus wide cultural competency and social justice around disability and accessibility.
- Decision was made for each academic program and department to develop Essential Abilities and Technical Standards documents to assist students, faculty and staff not only in the accommodation process, but in making informed decisions about potential careers which may be impacted by ability level.
- Policies: Service Animal Policy was revised and Audiovisual Captioning Policy was proposed to AGC
- New Process for Faculty Accommodation Requests known as a DARF (Disability Accommodation Request Form)
- ADA Task Force and Disability Access Response Tool (DART) is created.
- Accessibility Statement was created for publications and events to be held on campus.
- Accessibility Indicators survey was dispensed to receive feedback on perceptions and opinions of GRCC's commitment to accessibility.
Grand Rapids Community College has been accredited continuously since 1917 by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).

**1999-2000**
- Self-Assessment completed to determine GRCC’s readiness to join HLC
- Academic Quality Improvement Project (AQIP)
- GRCC submits formal application to join AQIP
- GRCC accepted into AQIP as a charter member college

**2000-2005**
- GRCC sends team to AQIP Strategy Forum
- Initial Action Projects established 2001
- (Curriculum Assessment and Revision, Street to Seat, Raider Pride)
- Systems Portfolio submitted 2004
- Systems Appraisal Report received from HLC 2005
- GRCC attends 2nd Strategy Forum in 2005
- Annual data reports and action project updates submitted

**2005-2009**
- Quality Check-up Visit 2007
- Official re-affirmation of Accreditation May 2008
- Systems Portfolio submitted 2009
- Annual data reports and action project updates submitted
- New action projects: Raider learning system, Street to right seat
- GRCC wins Michigan Quality Leadership Award in April 2007.

**2009-2010**
- Systems Appraisal Report received from HLC 2009
- GRCC attends 3rd Strategy Forum
- Annual data reports and action project updates submitted
- New action projects: Student Success by Deliberate Design, First year experience

**2010-2011**
- Annual data reports and action project updates submitted
- New action projects: Expanding the Distance Learning Program, Integrating GRCC's Performance Management Systems with Employee Development Systems

**2011-2012**
- AQIP Action Project reports due to HLC
- Intent to participate in the Baldrige Option form submitted
- Michigan Quality Leadership application submitted
- HLC Substantive Change visit hosted re: Distance Learning
- GRCC approved by HLC to offer up to 20% of its total degree programs through distance education

**2012-2013**
- Michigan Quality Leadership Team site visit
- Michigan Quality Assurance Council
- HLC Quality Assurance documentation submitted.
- Feedback report re: Quality Assurance documents received. All five criteria deemed as "fully met"
- Annual data reports and action project updates submitted

**2013-2014**
- Federal Compliance Packet submitted by February 1, 2014
- Institutional Obligations addressed
- Assessment of Student Learning report prepared from data provided by departments/programs
- Response to issues raised in the Michigan Quality Assurance Council
- Colorado Quality Assurance Council
-Update
- Solicit 3rd party comments
- Quality Checkup Visit 4/2014
- Annual data reports and action project updates submitted

Updated: March 17, 2014
Prepared by: Donna Kragt
2006-2007

Five-year Academic Foundation Program
Implemented with four goals (CAP and AQIP)
Collaboration and coordination between academic and support services for students
Faculty trained and developed in developmental education
Student placement in appropriate learning environments
Comprehensive student support and intervention
Career Advancement Program started
Fall 2006, college receives funding for Section 107 to offer ESL and GED program at the Tassell M-TEC.
Winter 2007, ESP, part-time tutors and instructors were hired.
Winter 2007, ESL and GED classes started at the Tassell M-TEC.

2007-2008

After missing out on Title III funding, GRCC commits to funding AFP
Academic Foundations Program moves to 313 Student Center in first dedicated space
Two part-time counselors hired to work with AFP students
PY 101/100/097 adopts On Course as the text for the course
Developmental Math Coordinator hired
Second year of Section 107- ESL and GED programs at the Tassell M-TEC.

2008-2009

Counselors moved to full-time status for AFP program
For Fall 2008, the average AFP course success rate for all AFP students was 58%-a 5% increase over Fall 2007, and an 8% increase over the average AFP course success rate for the three previous years
Third year of Section 107- ESL and GED programs at the Tassell M-TEC.
Renovations of WestSide Learning Corner in Fall 2008.
Winter 2009 ESL and GED program moved to WestSide Learning Corner.
Leased classroom 3 at the Westside Learning Center. We carpeted and added technology to the room.
Associate Director of the Learning Corners reports directly to the Provost.

2009-2010

AFP students with two or more placement assigned to an advisor/counselor
GRCC converts AFP budget to a General Fund Account
Course coordinators appointed for English, Reading, and Psychology
Mandatory placement for EN and MA begins Winter 2010
ACT cut score raises to 18 for reading, writing and math
MA003 become 95/96, 97
Fourth year of Section 107- ESL and GED programs at the WestSide Learning Corner.
Renovated and enclosed classroom 1.
Discontinued AFP courses at the Learning Corner.
Associate Director changed to Director and reports to the Dean of Academic Outreach.
Moved ESL and GED graduation to the Wealthy Theatre.
### 2010-2011
- Dean of Adult and Developmental Education position created
- GRCC joins Achieving the Dream
- Winter 2011 student with three placements (phased to two) required to see an advisor/counselor and enroll in PY 097
- PY097 becomes mandatory
- Fifth year of Section 107- ESL and GED programs at the WestSide Learning Corner.
- WIA Title II grant, ESL and ESL Pre-GED program offered morning, afternoon, evenings and Saturday.
- Winter 2011, partnership with the Word ESL to offer citizenship classes.
- Director of Adult Education now reports to the Dean of Adult and Developmental Education.
- Moved GED and ESL graduations to main campus at the Spectrum Theatre.
- Started Turning Point Academy at Wealthy in a partnership with GRPS

### 2011-2012
- Reading Apprenticeship help, over 30 faculty trained
- Course fees added to development course
- GRCC awarded five year, two million dollar Title III grant to create College Success Center
- Data Warehouse purchased through Title III funds
- MA 104 becomes MA 098, coordinator added
- 2 Tenure Track faculty hired for PY 097
- WIA Title II grant, ESL and ESL Pre-GED program offered morning, afternoon, evenings and Saturday.
- Continue to offer citizenship classes.
- Lost Section 107 Funding by way of the Governor of the state.
- Hired Dr. Larry Spencer consultant from GVSU to implement a program improvement plan for staff.
- Consolidated the GED and ESL graduation. They were moved to the Ford Field House.
- Moved Turning Point Academy to Sneden Hall.
- Had our first dual enrolled high school students in Turning Point Academy. They took a CLS 100 course.
- Graduated 3 Turning Point Academy (high school completion) students.
- Implemented a new enrollment policy for GED and ESL programs.

### 2012-2013
- Fast Track program created to assist student in bypassing developmental Education courses
- Dean position renamed Dean of Student Success and Retention
- WIA Title II grant, ESL program offered morning, afternoon, evenings and Saturday.
- End of June 2013, moved ESL program to the Tassell M-TEC and Learning Corner at Wealthy.
- Continue to offer citizenship classes.
- Piloted online assessments
- Partnered with Sparta Area Schools to provide GED offerings
- Implemented Regional Thinking Conference for the state.
- Provided professional development day for GRPS. This was led by the Linda Spoelman.
- Graduated 12 Turning Point Academy (high school completion) students.
- Created a comprehensive website for the Learning Corners.

### 2013-2014
- RD 095 piloted for lowest level readers
- A-COMP (ALP) English piloted allowing student to concurrently enroll in EN 097 and 101
- Pre-Accuplacer Information Sessions piloted
- FastTrack and OnTrack offered at area high school
- WIA Title II grant, ESL program offered at the Tassell M-TEC and Learning Corner at Wealthy.
- Continue to offer citizenship classes.
- Fully implemented online assessments.
- January 2014: GED state finals are computer based.
- Added computer class that is offered Monday – Thursday and on Saturdays. The class was created for students that lacked keyboarding skills.
- First ever GED to College Fair.
- Closed the WestSide learning corner and moved all programming to Wealthy and the MTEC.
- Renovated the Wealthy Learning Corner. We added new paint, carpet, furniture, and technology.
- Raised the fees for GED and ESL enrollment by $10.00
2006-2007
Appointments were tracked through Groupwise Calendar
Manual Tracking of Student Appointments
Counselor notes tracked in PeopleSoft Comments
Counselors received increased Career Counseling Training
Joyce Romano presented Life Map to Counseling and Career Centers
Counseling and Career Center was remodeled to improve student experience
Improved signage occurs on 3rd Floor Student Center
Began work on Comprehensive Advising Model
Counselor luncheons hosted by 4 year schools to update Counselors
Counselors visit 4 year schools on “counselor update” days
Counselors assign a liaison to 4 year schools
Counselors assigned to specific departments as liaisons
Invite 4 year schools and departments to come to CARS (Counseling Advising and Retention Services) meeting
Began reminder phone calls for appointments
Transfer Guides created in collaboration with 4 year schools
Transfer fair twice a year
College Learning Success (CLS) 101 and 110 began
Took on the maintenance of our department website

2007-2008
IDEA (Imagine, Develop, Explore, Achieve) Advising Model was developed
Introduction of Advisor Trac
Mandatory placement (MND) Counselor meeting requirements instituted
TRIO/Student Support Services (SSS) Peer Mentoring program begins
Student Support Services (ESS) and Michigan Technological University Partnership: Michigan College University Partnership (MICUP) Grant 2007-2010
Added caseload of dislocated workers receiving school retraining funding through Michigan Works NAFTA/TAA to an assigned counselor
Fall 07 AdvisorTrac came on board
Begin College Learning Success 100 (CLS 100)
Academic Foundation Program (AFP)
Counselors began working specifically with developmental education students.
Added a Part-time Temporary Academic Foundations Counselor
Advising syllabus created
IDEA (Imagine, Develop, Explore, Achieve) Folders created
Began counselor on demand (COD)* for quick questions
2007 student interactions were 5,449
2008 student interactions were 14,435

2009-2010
Went back to meeting students individually at orientation
Begun case management (assigning students with AFGP placement or probation), load students into Blackboard organizations
Begun Counselor on Demand (COD) program
College-wide “Advising Days” ended
Held Counselors planning retreat
52 week counselors begin
Advising handbook
Different counselors/advisors assigned to specific student populations
Held Disability Support Services open House
Creation of Disability Support Service (DSS) Testing area
Merged Disability Support Services (DSS) Director and Coordinator roles
2010 student interactions were 20,781
Early Flags raised were 4247

2008-2009
Academic standing policy began- required academic success workshop
Counselors begin advising at off campus locations
TRIps partnership begins between GRCC, GVSU and Aquinas
TRIO/Student Support Services (SSS) Director hired
College Learning Success 100 (CLS 100) was first offered
Associated Dean of Counseling and Advising added (John Cowles)
52 week counselor/advisor positions began
Counselors began using Blackboard to communicate with case managed students
 Tried Group advising at orientation
2009 student interactions were 22,399

Updated: March 17, 2014
Prepared by: Casey Cornelius
## 2010-2011

- Starfish Early Alert program launched
- College Learning Success 102 (CLS 102) created for re-admit and struggling students.
- TRIO/Student Support Services program grant continued 2010-2013 SSS Grant Cycle began. Students served increase from 250 to 350.
- Streamline “drop in” process
- COD (Counselors on Demand) morphed into 1-2 times a week
- Started building the faculty advising guide
- Got 20 hr. per week ESP (Educational Support Professional)
- Hired consulting service to review advising services
- Transfer fair moved to once a year
- 2011 student interactions were 26,350
- Early alert flags were 20,161

## 2011-2012

- Winter 12 began drop in times M-F all year round
- New Program Director for Counseling/Career
- CAP1.2.2 created (increasing Faculty Advising)
- Academic Foundation Program classes no longer count toward graduation
- Disability Support Services-specific orientation sessions
- Held Disability Awareness month
- Professional development had presenter come on CBT
- 2012 student interactions were 29,089
- Early alert flags were 16,747

## 2012-2013

- New College Learning Success textbook
- Identification of Veterans advisor
- Developed new Early Alert flags
- Comprehensive Probation Plan introduced
- All-year adjunct advisor
- MyDegreePath launched
- Disability Support Service facilitated Learning Days session
- Disability Support Services updated websites (videos)
- Began scanning Disability Support Service files into ImageNow
- Follow up and no follow up flags created
- Student Success and Retention led by John Cowles (Dean) and Raynard Ross (Associate Dean) and Casey Cornelius (Associate Dean)
- Increase in Transfer Reps visits
- 26 schools come to Transfer Fair
- Probation Contracts scanned into ImageNow
- Comprehensive Probation Plan implemented
- Fall 12 CLS 100 Honors section
- Specific Honors advisor identified

## 2012-2013 Continued

- Career Development merged back in with Counseling & Career Center
- Started “new student” appointments after orientation period done
- Retention Specialist position made permanent
- Fall 12 began faculty advising pilot
- Specific Counselors assigned to work with College Success Program
- Began Reading (RD) 95, ACOMP, EN 120 and other new initiatives
- Automated the assigning advisors process in PeopleSoft
- Increases in participation in college wide new students & prospective student request big push for classroom faculty to be involved in advising
- Provide faculty training for advising
- Had professional development presenter come on Appreciative Advising
- Changed walk in to drop in to be more ADA sensitive
- 2013 student interaction (based in W13 & S13 only) 19,825
- Early Alert Flags raised (based on W13 & S13 only) 15,911

## 2013-2014

- Established and hired dedicated Coordinator of Retention (Christopher Sain)
- Enhanced orientation offerings/participation
- Introduced College Learning Success (CLS) pre- and post-tests
- Advisor assigned to Enrollment Center
- Began scanning Disability Support Service files into ImageNow
- Changed orientation format to small group format to increase availability of orientation
- Added Express orientation
- Many new general Workshops
- Implemented Pre & Post tests in Academic Success workshops
- Changes in CLS 100 included new textbook and common syllabus
- Winter 14 CLS 100 mandatory for new students with less than a 3.0 HS GPA
- CLS specific sections for international & TRIO students
- 38 schools came to Transfer Fair (MACRAO sponsored)
- Winter 14 Reading classes (RD) become mandatory
- Front Desk received new phone system (CISCO)
- SARS Early Alert tracking comes on board
- Have professional; development presenter come on Assessing Risk and Crisis Situations with students
- Launched new electronic catalog
2005-2006

January-August (2005): President Juan Olivarez and Provost Velvie Green convened the Faculty Voice Committee. One recommendation of the Committee is to rethink College-wide Committees that include faculty.

Open Forums held to discuss potential new Governing Council

December (2005) AGC Created, Bylaws adopted and CLC and Academic Senate Disbanded. Deans Council made a formal part of AGC. The decision making process for these events included a vote of all faculty and Academic Administration at the college. AGC also included the creation of a six person Executive Committee charged with organizing and leading AGC sessions. This group reflects the general makeup of the body at large. It includes two Department Heads and Program Directors and two At-Large Faculty members, as well as two Academic Administrators. The Faculty members are elected by peers within the body and the Administrators are appointed by the Provost. These members serve two year terms.

January (2006) President Olivarez informed of decision and supports creation of AGC. AGC was constructed to include at least one Faculty Representative from each Academic Department and Program and all Academic Administrators approved by the Provost. The body is typically more than 2/3rd faculty, with the remainder made up of Academic Administration (although the total numbers fluctuate from year to year). The current roster includes 51 Faculty. For the current roster, please see:

http://grcc.edu/academicgoverningcouncil/members

2006-2007

Creation of first Standing Committees of AGC (2006)
(Choice, Sabbatical, IIPD, Excellence in Education, Deans, Curriculum, Assessment, Faculty Professional Development)

Website Created for AGC (2006)

AGC Flowchart created that outlines the relationship between the AGC and the Provost, placing the Provost at the head of the process (2006)

2007: First AGC Issue Papers Addressed:

Academic Foundations

C/C: Grades (Pre-requisites)

Sustainability

Academic Integrity

Grade Appeal Committee Created

IIPD

Ethics Committee

2007 Continued

2007: Bylaw Review and Revision Completed

Assessment of AGC Completed. This assessment activity was an important turning point for the AGC. It is conducted in two parts: 1) An online survey of all Faculty to see if AGC issues are penetrating the college culture and if AGC is meeting the goal of communication and service and 2) Internal audit of the body about the workings of the groups (meeting dynamics, workload, technology support, leadership of the body, etc.) and any potential issues the group would like AGC to explore in the upcoming year. You will note that many of the Priorities for Future Work originated in these assessment project sessions. For a current look at our assessment please see pages 10-12 in the linked report: http://grcc.edu/sites/default/files/attachments/2012-2013%20AGC%20Report.pdf

Tracking Sheet for AGC work created and implemented by Executive Committee

2007: Priorities for Future Work Identified:

Academic Honesty

First Year Experience

Attendance Policies

Standardize Syllabi

Titles for Adjunct Faculty

Graduation Requirements Review

General Education Distribution Review

Learning Environments Team creation

Common Course Start and End Times

Actions Taken: Children on Campus Policy Approved, New Course Approval Process Presented, Grade Grievance Process Created
### 2008-2009

**Policy Actions Taken:**
- Academic Standing
- C/C Issue
- ACT Cut Scores
- Academic Service Learning Designation
- Mandatory Placement Policy
- Faculty Ethics Policy

**Procedural Actions Taken:**
- Email all AGC materials to all Faculty and Academic Administration

**Other Actions Taken:**
- AGC forms committee to study issues with the Bookstore
- AGC Assessment and Prioritization of Future Work Completed

### 2009-2010

**Policy Actions Taken:**
- Academic Standards
- Standards of International Student Progress
- Amplified Sound and Events on Campus
- PY 100 Mandatory

**Procedural Actions Taken:**
- LET Vision and Guidelines Created
- Student Code of Conduct Changes
- Elimination of Admissions Policies
- Bookstore Statement

**Other Actions Taken:**
- Sabbatical Reports Required to be Submitted to AGC
- AGC Assessment Conducted
- Commitment to use of Blackboard

### 2010-2011

**Policy Actions Taken:**
- No Show Policy Created
- Attendance Policies Revised

**Procedural Actions Taken:**
- ESL Course Endorsement
- ILO's Created

**Other Actions Taken:**
- Athletic Oversight Committee Created
- Climate Action Project Supported
- Endorsement of Sustainability Curriculum

### 2011-2012

**Policy Actions Taken:**
- Credit Hour Definition Approved
- Seminar Policy Development
- Dual Enrollment Policy Adopted
- Admission Application Cut-Off Date
- Block Late Enrollment
- Maximum Student Credit Hour Load
- Prior Learning Assessment Policy
- College Wide Clicker Standards

**Procedural Actions Taken:**
- AGC Executive Committee Reports to the BOT started
- AGC Assessment conducted
- BOT Candidates Forum
- Bylaws Revised

### 2012-2013

**Policy Actions Taken:**
- Multiple Associate Degrees
- Mandatory Student Orientation
- FYE Mandatory
- Grading Policy Revised
- Academic Standing Policy Discussion
- College Generated Graduation
- Faculty Ethics Revision
- Textbook Policy Revision
- Library Collections
- Common Syllabus Elements
- Acceptance of C- Grades Revision
- Mandatory Placement Revision

**Procedural Actions Taken:**
- Distance Learning Faculty Advisory Board Created
- Records vs. Grades Discussion
- Curriculum Model and Program Development Decision
- No Show Policy Eliminated

**Other Actions Taken:**
- AGC Assessment Conducted
- BOT Candidates Forum
- Bylaws Revised
- Awarding of EOL for Executive Committee and more Faculty Leadership at Executive Committee level

### 2013-2014

**Policy Actions Taken:**
- General Education Distribution Requirements Policy Approved
- Course Transfer
- Academic Standing Policy Revision
- Attendance Policies Revision

**Procedural Actions Taken:**
- Student Success in Online Courses discussed as potential Issue Paper
- Presentation Accepted at HLC about AGC

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*Updated: March 17, 2014*

*Prepared by: Mike Light*
2002-2007
Academic Program Review based on the CQIN Trailblazer model was launched in Fall, 2002, under the leadership of the Assessment in the Discipline team. Student learning assessment was incorporated into the process.
In 2006, did a process re-design.

2007-2008
Improved process flow and timelines to make the process more usable for departments and programs.
Reworked the data packet to capture return on investment, more course-specific information, and information on transfer.
Included roles and responsibilities for faculty, department heads/program directors, Institutional Research, Associate Deans, Deans, Provost.

2008-2009
A new model of Academic Program Review - Curriculum Development and Review was developed to better capture the history, work, planning and goals of departments.
Focus of the data was on course enrollment and success rates.

2009-2010
Revised model of Academic Program Review was used - included simplified data focused on course success, assessment project tracking, and history/goals/planning Roles for faculty, department heads/program directors, Institutional Research, Associate Deans, Deans, Provost were redefined to better support APR.

2010-2011
Second year of revised Academic Program Review - concerns raised about quality, assessment, and completion of the reviews.
Began planning for new format - every 4 years, focused on assessment, simplified, with stronger administrative support, and more useful to programs.
Process was informed by external consultation from Keeling and Associates.

2011-2012
Launched new version of Academic Program Review based on Program Student Learning Outcomes linked to Institutional Learning Outcomes (ILOs)
The APR process incorporates the Perkins PROE assessment and the Perkins Core Indicators so that Career programs do not have to do two reports. The process is also aligned with program accreditation to eliminate duplication between APR and Accreditation requirements.
Terri Manning keynotes the faculty Learning Day, focusing on Program Review and Assessment.
Hired curriculum specialist.
Keeling and Associates meets with each APR program to provide feedback and assistance on the review and on assessment projects.
All programs identified outcomes and assessment projects.
Also began the new year-end report process.
21 Programs from 10 departments complete APR.
Purchased WEAVE online to keep track of Academic Program Review, Year End Reports and Assessment Projects.
Deans provide formal feedback to each program’s APR and year-end reports.

2012-2013
Evaluation of the process is done by faculty and administrators.
Administrative areas receive list of follow-up actions from the APR.
Second round of new APR process
Achieving the Dream methodology and course data included for all programs.
Curriculum Model is approved.
Checklists used to organize support for programs.
College wide tracking of program learning outcomes assessment done.
26 Programs from 14 departments complete APR.
Deans provide formal feedback to each program’s APR and year-end reports.

2013-2014
Administrative areas receive list of follow-up actions from the APR
Evaluation of the process is done by faculty and administrators.
Third round of APR
21 Programs from 10 departments are working on APR.
Data package developed
Program of Study methodology integrated
Forms changed to reflect the Curriculum Model
Tracking and response to support needs continues.
Tracking of program learning outcomes assessment continues.
1993-2001

First Academic Assessment Plan completed in 1995. Included Assessment of Learning in the Major, Assessment of Developmental Education, Assessment of General Education, Assessment of student Support Systems, and Assessment of Institutional Effectiveness. Twenty faculty members were involved in four teams to develop the plan. Twenty-five additional faculty members were involved in seven other teams which provided advice and input to the process. Through this process, the GRCC General Education Knowledge, Skills, and Abilities were developed.

Next plan launched in 1998 and established two teams: Assessment in Discipline (10 faculty members, 6 administrators) and Assessment in General Education (11 faculty members, 6 administrators). The Assessment in the Discipline team designed the first Academic Program Review process. The Assessment in General Education developed the General Learner Outcomes and the ways to assess them.

The General Learner Outcomes (GLOs) were developed in 2000. The entire faculty worked on the 8 GLOs during the November Learning Day — definition, where taught, how assessed.

Through this time, various groups of faculty members and administrators attended UIPUI Assessment conferences, the AHE Assessment conferences, Alverno College’s Assessment Institutes, the National Center on Postsecondary Teaching, Learning and Assessment conferences (the General Education team adopted the NCTLA model for Gen Ed Assessment), the Pacific Northwest Higher Education Conference, the Midwest Assessment Conference, and the NCA conferences.

2001-2008

AQIP Action Project 1 focuses on assessment and curriculum.

Assessment Coordinator (Faculty) position and new IRP staff member hired (2001).

Assessed GLOs through Bb exit surveys (2005-8)

Incorporated GLOs in Course Approval and Review System (CARP) and assessment in Program Review.

All departments identified an assessment project as part of their program review process. Improvements resulted from these projects included the development of a lower level Anatomy and Physiology course to better prepare students, the development of preparatory Music Theory and Piano courses, enhanced portfolio review in visual arts. Biology also developed a common cumulative final exam in BI117 and Wellness began tracking student’s skill development across courses.

An overall report was given to faculty at Learning Day, January, 2006 and there was time for discussion. Actions taken as a result of the conversation included: redefining the GLO levels in the CARP, adding an introduction to GLOs to new student orientation, making the Gen Ed Assessment team a sub-team of AGC, and improving the quality and quantity of questions in the Bb survey.

Faculty members and staff visit Quinsigamon CC to learn about their Program Review process. Faculty and staff attend and present at the AAHE Assessment Institutes and attend the NC State Assessment Symposium. The first group of faculty members attended the Northwestern Michigan Community College conference on Critical Thinking in 2003. Various groups of faculty members attended the Critical Thinking conference every summer through 2008. Faculty and staff continue to attend the NCA/HLC conferences and the 2006 HLC Making a Difference in Student Learning: Assessment as a Core Strategy conference.

The GLO website was developed.

Results of initial GLO assessments were discussed at the Academic Governing Council, December 2006.
**2008-2009**
GLO Writing assessment from samples.
Civic engagement/Sustainability GLO developed.
GLO Bb assessment continued.
All faculty were surveyed about their perception of the GLOs.
Biology developed a cumulative final exam in BI101. Child Development did a portfolio assessment on incorporating diversity.

**2009-2010**
8 programs discussed assessment in their APR.
English developed departmental writing rubric.
GLO Bb assessment ended. Plan to move to course imbedded assessment.

**2010-2011**
New Institutional Learning Outcomes (ILOs) are developed
Departments begin working with ILOs and defining program outcomes.
Analysis of assessment in 24 departments - 17 had projects, 7 did not; no one had reported completing the assessment cycle to the point of measuring impact of improvements made as a result of assessment.

**2011-2012**
New ILOs are launched: Critical Thinking, Communications, Personal Responsibility, Social Responsibility
CARP forms revised to incorporate ILOs with course learning outcomes.
All programs define program learning outcomes, association with ILOs, and assessment projects.
Curriculum Specialist is hired
35 departments do 93 projects, 6% complete cycle by measuring the impact of the improvements made as a result of assessment.
All assessment projects receive formal feedback from Deans within the feedback to Academic Program Review and Year End Reports.

**2012-2013**
All assessment projects from APR are in WEAVEonline, a database designed to track assessment and curriculum planning.
Faculty teams work on defining ILO competencies
Assessment of learning outcomes is included as a requirement in the Faculty Performance Evaluation.
Staff attend the UIPUI Assessment Institute.
35 departments do 93 projects, 25% complete cycle by measuring the impact of the improvements made as a result of assessment.
All assessment projects receive formal feedback from Deans within the feedback to Academic Program Review and Year End Reports.

**2013-2014**
Staff attend the HLC Early Workshop: Expectations for Assessment of Student Learning, General Education, and Student Success
Doing self-assessment based on New Leadership Alliance for student learning and accountability’s Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment.
Departments and Programs analyze their assessment work.
Updated: March 17, 2014
Prepared by: Sara Dorer
HLC Definition of Consortial agreement:
A consortial arrangement is one in which an HLC-accredited institution develops an agreement with an institution or group of institutions, i.e., the consortial party(ies), through which the consortial party(ies) agree to provide some portion of one or more educational programs offered by the HLC-accredited institution. The agreement may be a written contract or letter of agreement or other document, or it may be an oral agreement between the parties. The consortial arrangement may extend one or more Title IV-eligible certificate or degree programs. The consortial party provides some portion of the educational program, which may include developing syllabi or courseware, providing academic resources, developing instructional design, or delivering instruction face-to-face or through a platform provided by the consortial party.


**2006-2007**
The Michigan Community College Virtual Collaborative (MCCVLC) was established in 1997 and is designed to serve as a facilitator of cooperation among community colleges, in the development and delivery of more convenient, higher quality learning opportunities for all Michiganians who have an interest in what community colleges have to offer.

Contracts were implemented and tracked from the office of the Assistant Dean of Health Programs. Process improvements were implemented with Assistant Dean ESP and Program Directors to improve the timeliness of the contracts’ return rate.

**2007-2008**
Ed2Go was established in 1980 and GRCC joined in 2007. It is a partnership with Cengage Learning and offers over 300 interactive online, non-credit courses in a wide variety of topics, i.e. computer applications, health care, personal interest and business administration to name just a few. The courses are offered through GRCC's Workforce Training Department and are six weeks in length as well taught by expert instructors.

**2008-2009**
Process improvements were made with OTA and Dental Assisting programs in order to expedite student placements that included a semi-annual review from an annual review of fieldwork contracts.

**2009-2010**
Continued monitoring of response rate and timely expediting of contracts to ensure clinical and fieldwork placements for our Nursing, Dental, OTA, and Rad Tech students.

**2010-2011**
Transitioned the oversight of over 60 clinical contracts to General Counsel to monitor legal requirements from healthcare providers.

The Reverse Transfer Associate Degree Initiative was signed in June 2011 with Davenport University, Ferris State University, Grand Valley State University and Western Michigan University. This initiative extends transfer agreements between GRCC and these four-year schools so that students with at least 45 credits at the community college could apply retroactively for an Associate Degree by combining credits from their transfer school with the credits from the community college.

**2011-2012**
Partnered in the first Michigan Community College Magnetic Resonance Imaging (MRI) Consortium with five other colleges and Grand Valley State University.

**2012-2013**
Continued to participate in Magnetic Resonance Imaging (MRI) Consortium and improve clinical coordination and reduce costs.

The Magnetic Resonance Imaging (MRI) Consortium recognized by the Michigan Community College Association and the Michigan Economic Development Corporation. A Reverse Transfer Associate Degree was signed with both the University of Michigan as well as Michigan State University in December 2012 on separate occasions.

Graduated four out of four Magnetic Resonance Imaging (MRI) students from GRCC in the MRI Consortium, and all four passed national registry exam and employed.

**2013-2014**
Began preliminary discussion on expanding consortium to include Computed Tomography (CT).

Magnetic Resonance Imaging (MRI) Program graduated four students in August 2013.

Five students enrolled in MRI Program this year.

Updated: March 17, 2014
Prepared by: Fiona Hert
2006-2007
AQIP Action Project #1 - 2002 Establishing Curriculum Processes at the course, program and General Learner Outcomes (GLO) levels
First curriculum model - Review, Deliver, Assess, Senate approved - 03-4
CARP (Course Approval and Review Process) - 2000, Web-based 2003-4
CARP School introduces faculty to the processes focusing on developing learning outcomes – 2001-2003
All DH/PD trained in model 2005-6
Curriculum Model revised - Plan, Do, Assess, Learn - 2006

2007-2008
First round of Course Revision completed. 96% of courses in CARP format.

2008-2009
Curriculum Development and Review become focus of Academic Program review - clearer definition of curriculum roles and processes. Major improvements made to CARP database and workflow with Curriculum Leadership Team help

2009-2010
Revised Curriculum Development and Review model used for APR. General Education Distribution Issue adopted by AGC
AQIP Action Project 1 on Curriculum Processes closed.

2010-2011
New Institutional Learning Outcomes (ILOs) adopted
New 4 year Program review process developed
Integration of ILOs into course and program level processes.
Gen Ed Distribution draft adopted for pilot

2011-2012
Credit Hour policy passed by AGC
Seminar policy passed by AGC
New Program Review process launched
Curriculum Specialist hired

2012-2013
Curriculum Model which defines, degree, program and course levels approved by AGC in April
Catalog in Acalog, a web-based catalog database, and organized around model
Program Codes cleaned up to conform to model
Curriculum Operations Support team begins work. This cross-functional team is charged with managing the implementation of curriculum policies and monitoring curriculum processes.
Curriculog, a web based curriculum database and workflow product, purchased. This will allow us to document programs more completely and track program development and revision processes. It will also replace our CARP database for course level curriculum.

2013-2014
Program Review forms revised to conform to model
General Education Policy passed by AGC

GRCC
CURRICULUM MODEL TIMELINE
Updated: March 17, 2014
Prepared by: Patti Trepkowski
In 2010, the Academic Service Learning Center transitioned into the Department of Experiential Learning. During this time, the Director’s resignation resulted in the Associate Director taking on the full leadership of the Department. Under his leadership the Department assumed responsibilities for supporting the College’s Honors Program and a pilot program for centralizing Study Away—two important faculty-led efforts. Still today, the department continues to balance programming and resources to support all stakeholders. Moving forward, the department continues to align its programs and services towards the Council for the Advancement of Standards in Higher Education while also moving many processes into on-line solutions increasing efficiency and tracking.

**Pre-2006**

**Academic Service Learning**

Grand Rapids Community College created the Service Learning Center in 1994. At that time the Center was administered through the Division of Student Affairs. In 2000, at the request of the GRCC President, the Center changed its name to Academic Service Learning, its focus to emphasize curricular connections and instructional support, and became a program in Instructional Design and Information Technology (IDIT). Between 2000 and 2010, the Center was staffed by two full-time administrators, a part-time support professional, and a faculty liaison with 8-12 hours release time a semester. Several faculty members a year also participated as faculty scholars during the years from 2001-2005.

**Honors**

A faculty team, led by a Faculty Honors coordinator, planned the Honors Program and presented the Honors Program Proposal in May, 2004. The program was designed to include Honors courses, Honors contract courses, and required participation in Academic Service Learning. The first Honors Courses were offered in Fall, 2004 (PS210, PY201)

**Study Away**

While there is scant documentation of any formal, centralized study away program prior to 2012, there was an International Studies Committee lead by two faculty who, in March, 2001 provided a cogent assessment of the current state of GRCC study abroad to the academic leadership. That Committee seems to have been active dating back to at least 1998. There is documentation of five college/department sponsored international study programs:

1. Shakespeare in Performance (English Department)
2. Painting and Drawing in Greece (Visual Arts Department)
3. Italian Art and Society (Visual Arts Department)
4. International Work-Study Tours (Hospitality Education Department)
5. Service Learning in Mexico (Service Learning; Languages and Thought Department)

The 3 Week Irish Studies Program began at Inch House in Northern Ireland in the summer of 2005.
### 2006-2007

**Academic Service Learning**
- A GRCC faculty member earns the Michigan Campus Compact Faculty/Staff Community Service-Learning Award.
- Acquired a Michigan Campus Compact Venture Grant, [$5,000] to research higher education impact on volunteerism in Kent County.
- First year of the Michigan Service Scholars AmeriCorps grant through Michigan Campus Compact.
- Created first Blackboard site for the Academic Service Learning Center.
- First year service learning designations were placed onto students transcripts.
- Secured a full-time AmeriCorps VISTA.
- Faculty Liaison to support faculty professional development for service learning.
- First “Fundamentals of Service Learning” Blackboard course is developed and delivered to faculty.
- First Service Learning Student orientation sessions were offered.
- Created new procedures for completing partnership agreements and individualized community partner impact plans.
- Created and facilitated community partner trainings.
- Community Service Work Study Program was reviewed and streamlined to solely focus on key community partners.
- Established the Grand Rapids Collegiate Network.
- Facilitated the first Urban Plunge in partnership with Heartside Ministries.
- An Interim Director was named.
- A full-time Director of the Academic Service Learning Center was hired.
- Assistant of the Academic Service Learning Center (previously the Interim Director) was named as Community Liaison focused on developing community partnerships, assessing needs, and working to align needs with the Center’s programs.
- Faculty Liaison receives Michigan Campus Compact Futures grant for Reading Corps Project.
- First Academic Service Learning Center Advisory Board is formed.
- Discontinued the Alternative Spring Break Program.

**Honors**
- Continued to offer Honors courses and recruit Honors students with faculty leadership.

**Study Away**
- A Faculty Coordinator is appointed.
- Irish Studies summer program is offered in Northern Ireland.
- College affiliates with American Institute for Foreign Studies (AIFS) and International Studies Abroad (ISA) study abroad programs.
- Faculty coordinator went on site visit with CEPA to Germany, France and Switzerland.
- Faculty coordinator attended IEE Study Abroad Conference and NAFSA: Association of International Educators Conference.

### 2007-2008

**Academic Service Learning**
- Risk management practices were reviewed and revised.
- Secured a full-time AmeriCorps VISTA.
- Managed the Michigan Service Scholars AmeriCorps grant through Michigan Campus Compact.
- Created an on-line database of civic engagement opportunities through Blackboard called “Get Involved.”
- A faculty member received the Michigan Campus Compact Faculty/Staff Community Service-Learning Award.
- Coordinated the first Annual Collegiate Network Summer Summit.
- Secured a Faculty Liaison to support faculty professional development for service learning.
- Awarded $5,000 dollar Community Collaboration Initiatives grant from Comcast & Volunteer Centers of Michigan in partnership with the Kent County Mentoring Collaborative.
- A Faculty Coordinator for Internationalizing the Curriculum is named.

**Honors Program**
- The first faculty coordinator retires.

**Study Away**
- The Faculty Coordinator continues to lead the program.
- Summer Study Abroad Opportunities:
  - Germany, in partnership with Davenport
  - Irish Studies Program
2008-2009

**Academic Service Learning**
- Community Liaison becomes Interim Director
- Director of the Academic Service Learning Center is hired
- Community Liaison is named as Associate Director.
- Academic Service Learning Course Designation Policy was passed by the Academic Governing Council
- Secured a full-time AmeriCorp VISTA
- Secured a Faculty Liaison to support faculty professional development for service learning
- College Action Project (CAP) to "expand Service-Learning opportunities for students and faculty (1.2.3)"
- Facilitated the Annual Collegiate Network Summer Summit (year two)
- Managed the Michigan Service Scholars AmeriCorps grant through Michigan Campus Compact
- Presented the Heath Scott Award. This award is given in memory of Heather Scott, a GRCC student who was active in multiple course-based academic service learning experiences during her attendance at the college. The award recognizes significant contributions to the community and academic learning through academic service-learning courses
- Presented the Be The Change Award to the Black Student Union. The "Be the Change Award" is presented to a current GRCC student organization that has been actively involved in volunteer service to the community. This student organization displays leadership by participating in volunteer activities.
- Presented at "The Institute: Service Learning and Civic Engagement" administered by Michigan Campus Compact.
- Presented to Grand Valley State University’s Presidential Service Learning Scholars on how GRCC supports faculty integrating service learning.
- Hosted Michigan Campus Compact Two Fold Retreat for 42 member campuses

**Honors Program**
- The second Faculty Coordinator takes over leadership.
- Increased the number of Honors courses offered and planned for expansion next year, improved the support for Honors contracts and increased the number of contracts offered, ran a lecture series based on the Phi Theta Kappa (PTK) materials, established an Honors website for students, increased the number of students involved to 192, worked on the policies and procedures that support the program to make requirements clearer and to assure high quality.

**Study Away**
- The Faculty Coordinator continues to lead the program.
- Summer Study Abroad Trips:
- Irish Studies

2009-2010

**Academic Service Learning**
- Facilitated four Large Day of Service Events (National Day of Service, Make A Difference Day, Martin Luther King Day and Earth Day)
- Creation of the Service Learning Curriculum Integration Plan for faculty approval
- GRCC faculty member earns the Michigan Campus Compact Faculty/Staff Community Service-Learning Award
- Facilitated the Annual Collegiate Network Summer Summit (year three)
- Received the Equest Center for Therapeutic Riding Community Partner of the Year
- Partnered with the Kent County Intermediate School District to secure the Youth Engagement Zone - Learn and Serve America Grant [$$880,905$$]
- Managed the Michigan Service Scholars AmeriCorps grant through Michigan Campus Compact.
- Secured a full-time AmeriCorps VISTA

**Honors**
- Following the Council for Advancement of Standards on Higher Education (CAS) guidelines, the Director of DEL and Associate Dean, ISIS completed a review and set of recommendations for the Honors Program. This effort resulted in an Honors Program Curriculum Statement.
- The Faculty Coordinator attends and provides a report of the National Collegiate Honors Council Conference.

**Study Away**
- The Faculty Coordinator continues to lead the program.
- A memo of understanding between Davenport University and GRCC for the purpose of increasing participation by students from both institutions in study abroad was signed.
- Summer Study Abroad Trips:
- Irish Studies
- Cape Eleuthera Institute/Island School

Updated: March 17, 2014
Prepared by: Patti Trepkowski, Ric Underhill & Michael Schavey
### 2010-2011

#### Academic Service Learning
- President’s Higher Education Community Service Honor Roll (2011)
- Director of the Center resigns, Associate Director assumes Director duties
- Center is transitioned into the Department of Experiential Learning
- Community Service Work Study Program is transitioned to Student Employment Services
- VISTA position is transitioned into contingency position.
- Department facilitates Large Day of Service Events (Make A Difference Day, Martin Luther King Day and Earth Day)
- One faculty liaison was appointed
- Faculty liaison received the Michigan Campus Compact Faculty/Staff Community Service-Learning Award
- Final year of the Michigan Campus Compact Michigan Service Scholars Grant

#### Honors
- The third Faculty Coordinator leads the program.
- An Honors Program Orientation was provided during September, 2010.
- Deans Council agrees to extend the Honors Program as a pilot.
- Four students successfully completed the Honors Program.

#### Study Away
- The Faculty Coordinator position is left vacant.
- Following the Council for Advancement of Standards on Higher Education (CAS) guidelines, the Director of DEL and Associate Dean, ISIS made eleven recommendations for the administration of Study Away.
- Summer Study Abroad Trips:
  - Irish Studies
  - Costa Rica

### 2011-2012

#### Academic Service Learning
- Department discontinues the Michigan Service Scholars AmeriCorps Program.
- Three new faculty liaisons were appointed.
- Secured a part-time contingency employee.
- Completed the remaining obligations of the $75,000 grant focused on Community Service Work Study.
- Lead the Martin Luther King Day of Service event.

#### Honors
- Faculty Liaison for Honors is named.
- Formalization of the Honors Program is proposed to Deans’ Council in January, 2012.
- An Honors Committee continues to gain momentum.
- The Office of the Registrar initiated the ability to code Honors courses to make them more searchable by students during registration.
- An Honors Reception was hosted in April.

#### Study Away
- Determination was made to engage an external consultant to review and make recommendations for strengthening the Study Away Program.
- The Faculty Coordinator role remains vacant.
- The consultant advised five broad recommendations for policies and processes to be addressed:
  - A collaboratively created set of faculty-lead programs that enhance and complement existing GRCC curricula. Programs should be cost-effective, such that there is not a significant strain on GRCC resources.
  - Common application for students interested in Study Away, used across all programs.
  - Centralized collaborative process for review of all new and continuing study away programs—ideally with input from fellow faculty and key administrators.
  - Collaboratively developed and clearly communicated polices relating to study away; these policies will be uniformly administered across the institution.
  - Mandated assessment procedures, relating to quality of the program and performance of the faculty directors as well as the learning outcomes for the participating students.
- Summer Study Away Trips:
  - Irish Studies
  - Italy
  - Seattle
  - Germany
  - Morocco
  - Africa
  - Costa Rica

Updated: March 17, 2014
Prepared by: Patti Trepkowski, Ric Underhile & Michael Schavey
2012-2013

**Academic Service Learning**
- Transformed the Innovation Challenge into the Armen Awards.
- Three new faculty liaisons are selected.

**Honors Program**
- Revised Honors Program structure and plan approved.
- New Honors courses and faculty were added to the curriculum.
- A faculty liaison is appointed.
- Facilitated a new event led by two GVSU Graduate students called “The Honors Program Campus Adventure.”
- Created new on-line process/procedures for the Honors Program (Application and Honors Program Completion Audit Form).
- Secured a part-time contingency employee to support both Service Learning and Honors.

**Study Away**
- Following the recommendations of the external review and the College leadership, engaged the Study Away Program as a pilot. This allowed for creating centralized processes and procedures (presented to Deans’ Council on October 25, 2012). The findings of the pilot were presented to Deans’ Council on February 14, 2013.
- A Faculty Liaison is appointed.
- Study Away Trips:
  - New York
  - France
  - Costa Rica

2013-2014

**Academic Service Learning**
- Created and facilitated new faculty professional development sessions focused on Honors, Study Away and Service Learning facilitated through the Center for Teaching Excellence.
- Facilitating year two of the Armen Awards
- Three new faculty liaisons are selected

**Honors Program**
- Transformed the management of the Deans Scholarship for students in the Honors Program from Enrollment Management to the Department of Experiential Learning.

**Study Away**
- Deans Council approved the Study Away Program Implementation plan.
- Revising the College Sponsored Travel Policy (in progress as of January 30, 2014)

### Academic Service Learning

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### Honors

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Pre-2000-2006

- The first telecourses were offered in 1979. Telecourses were the mainstay of the distance learning program throughout this time frame.
- Through these years, we also offered courses through Interactive Television and Broadcast Television.
- GRCC has been part of the Michigan Community College Virtual Learning Collaborative (MCCVLC) since its inception in 1997.
- Blackboard was adopted and installed as GRCC Course Management System in January, 2000.
- Instructional Design and Information Technology (IDIT) area was established in 1999. The area included IT, Media Technologies, Library, and Center for Teaching and Learning, Faculty Evaluation, University Relations, Career Pathways/Tech Prep, Teacher Education. The Instructional Designer, a faculty lead for ITV and Telecourses, and a faculty lead for Web-based courses were the Distance Learning members of the Media Technologies team. In 2001, the area become Instructional Design and Learning Technology (IDLT), Media Technologies and IT left the area and the Distance and Learning Technology area was formed and housed in the 2nd floor of the Library. In 2005-2006, IDLT became Instructional Support and Interdisciplinary Studies (ISIS) and the Instructional Designer moved to the Learning Academy, reporting under the Organizational Development unit. The faculty coordinators for Distance Learning continued to work in ISIS.
- First online course was offered in Fall, 2000. The first courses were developed in partnership with other community colleges through MCCVLC. These were Computer Applications and Child Development courses.
- The first faculty members to develop courses received their training through the MCCVLC. The first online teaching professional development courses were offered in the 2000-2001 academic year through the Center for Teaching and Learning. The DLT101 Web-based Course Development was first offered in Fall, 2002, following the development of the Distance Learning Standards in 2001. These standards were based on Chickering’s work and NCA Guidelines for Distance Education and also became the MCCVLC standards. The Online-Hybrid Certification course was first offered in Winter, 2004. The training was first required in the contract of 2004-2007 and for that contract we paid faculty for participating in the training as well as for doing the course development.
- The Distance Learning Strategy Team created the Distance Learning Business plan in 2002. That plan included information on the mission, goals, and strategies for distance learning at GRCC. Much of the information in that plan still informs practices today, over a decade later.
- Staff and Faculty attend:
  - Innovations Conference
  - Bb World
  - MiBUG conference (Bb user group)
  - Educause
  - ETOM Conference
2006-2007
The First Summer Technology Institute was offered in Summer, 2006 – and has been offered every year since
First Teaching, Learning and Technology showcase was offered. One has been offered every year since
Staff and Faculty continue to attend:
- Innovations Conference
- Bb World
- MIBUG conference (BB user group)
- Educause
- ETOM Conference

2007-2008
Distance Learning & Instructional Technologies (DLIT), as an instructional support department is created and staffed by a senior faculty member who serves as the College’s online coordinator and one full-time instructional designer

New technology is made available to faculty:
- Bb Content system
- WIMBA Pronto
- GRCC YouTube channel

In the 2007-10 contract, faculty were paid only for the online course development, and not for participating in the training
Participation in regional and national conferences and groups continues

2008-2009
Camtasia relay begins
NBC Learn is made available

2009-2010
The full-time Director position began in January, 2010

Telecourses were discontinued

2010-2011
The Director completes a Capacity Study Report

New Online Course Approval Committee formed as a subcommittee of Deans’ Council
Rubric is developed for approving an online course as complete and ready to offer

The Summer Technology Institute is hosted

2011-2012
College Action Project 2.2.1 (Expanding the Distance Learning Program) is launched

Institutional research conducted by Dr. Frank Conner explores online course success compared to face-to-face courses. Results of the research are presented to both the Deans’ Council and Academic Governing Council.
Instructional Technologist/Designer position is created and filled

A training space for online teaching and learning is completely renovated and dedicated to faculty professional development

2012-2013
DLIT enjoys a move from the first floor of the Main Building to the third floor, into a completely renovated suite.

Online Hybrid Certification Course is expanded to include content on copyright and accessibility

Higher Learning Commission Distance Learning Site Visit resulted in GRCC gaining approval to initiate and expand our Distance Education Degree Programs

Distance Learning Faculty Advisory Board is created
College Action Project 5.1.4 (Strengthening the Infrastructure of Distance-Delivered Education) is launched

The Online Course Review Committee is created to review online courses for quality and in accordance with the contract, make recommendations regarding the readiness of courses for online delivery to the Associate Dean of Instructional Support and Interdisciplinary Studies
College Action Project 2.2.1 is closed and accompanying work is moved to the Distance Learning and Instructional Technologies department plan

2013-2014
In response to recommendations made by the Higher Learning Commission, the ATC Tutoring Center enters an intentional partnership with DLIT to discern how to better provide support to students enrolled in online courses.

Distance Learning and Instructional Technologies becomes a program within the Center for Teaching Excellence

The Director of Distance Learning and Instructional Technologies position is eliminated and administrative oversight of the department is assumed by the Director of the Center for Teaching Excellence

A team is formed to develop processes and principles around master course development and online course review

First master courses are developed

Blackboard 9 is upgraded to Service Pack 12, addressing concerns over accessibility

A second Instructional Designer is hired

Updated: March 17, 2014
Prepared by: Patti Trepkowski, Ric Underhile & Jeremy Osborn
### Online and Hybrid Enrollments by Term

Source: GRCC Institutional Research & Planning; Bruce Morrison; 1/31/2014

<table>
<thead>
<tr>
<th></th>
<th>Enrollments</th>
<th>% of all Enrollments</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>1,391</td>
<td>3.2%</td>
<td>4,369</td>
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<td>1,833</td>
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<tr>
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<td>3,560</td>
<td>6.1%</td>
<td>10,995</td>
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<tr>
<td>2011</td>
<td>4,309</td>
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<td>13,161</td>
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<tr>
<td>2012</td>
<td>5,111</td>
<td>10.1%</td>
<td>15,565</td>
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<tr>
<td>2013</td>
<td>5,966</td>
<td>12.0%</td>
<td>17,687</td>
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<tr>
<td>2014</td>
<td>6,219</td>
<td>13.9%</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>2008</td>
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<td><strong>Fall</strong></td>
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<td>5,787</td>
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### Start Years of GRCC Online & Hybrid Courses

Source: GRCC Institutional Research & Planning; Bruce Morrison; 1/31/2014

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Total</th>
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<tr>
<td>1999-2000</td>
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<td>6</td>
<td>11</td>
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<tr>
<td>2002-2003</td>
<td>11</td>
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<td>2003-2004</td>
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<td>27</td>
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<td>2004-2005</td>
<td>18</td>
<td>45</td>
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<tr>
<td>2005-2006</td>
<td>12</td>
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<tr>
<td>2006-2007</td>
<td>16</td>
<td>73</td>
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<tr>
<td>2007-2008</td>
<td>14</td>
<td>87</td>
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<tr>
<td>2008-2009</td>
<td>15</td>
<td>102</td>
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<tr>
<td>2009-2010</td>
<td>22</td>
<td>124</td>
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<tr>
<td>2010-2011</td>
<td>12</td>
<td>136</td>
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<tr>
<td>2011-2012</td>
<td>10</td>
<td>146</td>
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<tr>
<td>2012-2013</td>
<td>17</td>
<td>163</td>
</tr>
<tr>
<td>2013-2014</td>
<td>5</td>
<td>168</td>
</tr>
<tr>
<td>Grand Total</td>
<td>168</td>
<td></td>
</tr>
</tbody>
</table>

Updated: March 17, 2014
Prepared by: Patti Trepkowski, Ric Underhile & Jeremy Osborn
2006-2007
Electronic IRP enrollment scoreboard
Hybrid Classes Added
Enrollment Center Opened and Process Improvements Implemented
Online Registration System Enhanced
Accuplacer Placement
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2006-2007: 4,892

2007-2008
Advising Day Changed to an All Day Academic Department Combined Event
Continuity Registration
Non-Credit Enrollment Management System
Financial Aid Processing Deadline Added
Online Transfer Wizzard Tool Added for CC’s
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2007-2008: 6,412

2008-2009
Cut Score Changed to 18 ACT (Reading, Math)
Academic Standing Policy Approved
Associate Dean Analysis for Room Capacity and Utilization Using X25 Connected to R25
Discontinued Offering Telecourses
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2008-2009: 7,935

2009-2010
Moved the Admissions Office to the DeVos Campus
Added Incomplete Student Events
Dual Enrollment Orientation
Added Director of Admissions and Leadership Transition Associate Dean/Interim Registrar
Enrollment Target of 25% DL Courses
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2009-2010: 8,140

2010-2011
Eliminated $20 Application Fee and Revised Online Application
Academic Deans Analyzed Standard Class Times and Class Scheduling Changes Were Made
Academic Associate Dean Restructuring with Operations Alignment
Section Management by Associate Dean of Operation
Academic Advising Day Eliminated
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2010-2011: 8,838

2011-2012
Talent 2025 Regional Initiative
Record Enrollment
AFP Hold for 3 or More Placements
AFP Courses Not Counted Towards Graduation
Achieving the Dream Initiative Begun
Reverse Transfer 2010-2011???
DL Accreditation
SEM Works Consulting for Recruitment Comm and Processes
International Orientation and Advisory Group
Interim Admission Director and Assessment of Outreach and Recruitment Support and Strategies
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2011-2012: 12,291

2012-2013
College Success Center Opens
CRM System Implemented for Student Communication Campaigns
Enrollment Management Leadership and Structure Developed with New Staffing Alignment
Decline in Enrollment Leads to New Outreach System for New and Returning Students
State Dual Enrollment Changes
Turning Point Academy Moved to Campus
MyDegreePath Added
Transfer and Articulation Position Added
ICS Student Demographic Analysis
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2012-2013: 16,822

2013-2014
Mandatory CLS and FYE for Winter Semester
Mandatory Orientation Approved and Implementation in Progress
Electronic Catalog
Revised the Online Application
Admission Specialist Role for Pre-Enrollment
ACT Direct Mail Campaign
Longmire Associates Value Proposition Study
SENSE Analysis on New Student Feedback on Experience and Perceptions
High School Counselor Advisory Board
Non-Credit, Training Solutions, Job Training, Apprenticeship, GED, ESL Enrollments 2013-2014: 00,000
<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Average Class Size</th>
<th>Minority Enrollment</th>
<th>Full Time Students</th>
<th>Part Time Students</th>
<th>Average Age of Student</th>
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<tbody>
<tr>
<td>Fall 2006</td>
<td>24.7</td>
<td>19.8%</td>
<td>43.7%</td>
<td>56.3%</td>
<td>24.8</td>
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<td>Winter 2007</td>
<td>24.1</td>
<td>23.5%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>25.2</td>
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<tr>
<td>Summer 2007</td>
<td>21.5</td>
<td>25.4%</td>
<td>7.6%</td>
<td>92.4%</td>
<td>26.6</td>
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<tr>
<td>Fall 2007</td>
<td>24.8</td>
<td>20.8%</td>
<td>44.1%</td>
<td>55.9%</td>
<td>24.8</td>
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<tr>
<td>Winter 2008</td>
<td>24.2</td>
<td>24.6%</td>
<td>40.2%</td>
<td>59.8%</td>
<td>25.3</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>20.6</td>
<td>26.2%</td>
<td>7.2%</td>
<td>92.8%</td>
<td>26.4</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>24.4</td>
<td>21.4%</td>
<td>43.8%</td>
<td>56.2%</td>
<td>24.9</td>
</tr>
<tr>
<td>Winter 2009</td>
<td>24.2</td>
<td>25.9%</td>
<td>40.5%</td>
<td>59.5%</td>
<td>25.2</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>21.7</td>
<td>28.4%</td>
<td>7.9%</td>
<td>92.1%</td>
<td>27.0</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>24.7</td>
<td>23.9%</td>
<td>45.0%</td>
<td>55.0%</td>
<td>25.3</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>23.8</td>
<td>27.8%</td>
<td>42.3%</td>
<td>57.7%</td>
<td>25.8</td>
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<tr>
<td>Summer 2010</td>
<td>21.2</td>
<td>31.2%</td>
<td>10.2%</td>
<td>89.8%</td>
<td>27.7</td>
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<td>Fall 2010</td>
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<td>24.3%</td>
<td>43.0%</td>
<td>57.0%</td>
<td>25.8</td>
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<tr>
<td>Winter 2011</td>
<td>23.7</td>
<td>29.8%</td>
<td>37.5%</td>
<td>62.5%</td>
<td>26.1</td>
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<tr>
<td>Summer 2011</td>
<td>21.8</td>
<td>31.3%</td>
<td>7.9%</td>
<td>92.1%</td>
<td>27.7</td>
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<td>25.0%</td>
<td>38.3%</td>
<td>61.7%</td>
<td>25.7</td>
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<tr>
<td>Winter 2012</td>
<td>23.7</td>
<td>31.3%</td>
<td>34.5%</td>
<td>65.5%</td>
<td>26.1</td>
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<tr>
<td>Summer 2012</td>
<td>21.5</td>
<td>31.7%</td>
<td>7.1%</td>
<td>92.9%</td>
<td>27.0</td>
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<td>Fall 2012</td>
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<td>24.1%</td>
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<td>32.2%</td>
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<td>25.9</td>
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<tr>
<td>Summer 2013</td>
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<td>29.3%</td>
<td>6.9%</td>
<td>93.1%</td>
<td>26.5</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>22.8</td>
<td>24.5%</td>
<td>34.3%</td>
<td>65.7%</td>
<td>25.1</td>
</tr>
</tbody>
</table>
Pre-2000-2001

- No formal faculty evaluation system for full-time faculty, except for student evaluation of courses, with a requirement that each full-time faculty member discuss the student evaluations with a colleague, meet with the Division Chair, and submit a form to the Dean documenting that these things have occurred.
- No formal faculty evaluation system for adjunct faculty, except for student evaluation of courses.
- Dr. Raoul Arreola, a highly regarded scholar on faculty evaluation, brought in as consultant to assist with process of developing GRCC’s first formal evaluation system.

2000-2001

- Year one of the newly negotiated Faculty Evaluation Memorandum of Understanding (MOU)
- System focused on faculty development (formative, not summative) – compensation increases occur annually and are not dependent on performance
- JEET (Joint Executive Evaluation Team) formed to oversee implementation and ongoing administration of the system
- 1/3 of full-time faculty evaluated

2001-2002

- Year two of new Evaluation System MOU
- 1/3 of full-time faculty evaluated

2002-2003

- Year three of new Evaluation System MOU
- 1/3 of full-time faculty evaluated

2003-2010

- No major changes to existing Faculty Evaluation System
- Some minor changes to forms for student evaluations of course

2010-2011

- Administration and Faculty Association agree to a one-year extension of the existing Faculty Contract
- College continues to utilize existing faculty evaluation system based primarily on professional development with yearly step increases in compensation
- Spring/Summer 2011 – contract negotiations with the Faculty Association begin – Administration puts forth proposal for a merit-based evaluation system

2011-2012

- Negotiations with the Faculty Association continue
- Administration and Faculty Association agree to a modified evaluation system for upcoming retirees that focuses on personal reflection and documentation of institutional history
- JEET disbanded pending outcome of negotiations

2013-2014

- Year one of new full-time Faculty Evaluation System
- Full-time system now includes, but is not limited to, the following: clearly delineated standards to maintain employment and to achieve promotion and merit; required annual evaluation updates, peer input, assessment of student learning, advising, as well as student evaluation and classroom observation throughout a faculty member’s career
- JEET disband, as newly ratified new Faculty Contract in effect through 2015-2016 which includes dramatically different evaluation systems for both full-time and adjunct faculty
2006-2007
- Implemented FACTS Payment Plan added for deferred options on tuition payment for students
- Job Training Program added
- FA self-service option
- Implemented the functionality of Data Exchange with FACTS Management Company
- Added FA customer service triage initiative in office to effectively serve students
- Increased awareness of FA self-service option available through eGRCC

2007-2008
- Winter 2009 had the first group of students suspended for Academic Standing
- The 2008 Higher Education Opportunity Act (HEOA) increased the Cohort Default Rate (CDR) calculation window from two to three years. The default threshold was also increased from 25% to 30%
- Schools with a 3-year CDR of 30% or more must assemble a default prevention task force and develop a default prevention plan
- Student loan regulations change with switch from Federal Family Educational Loan program to Federal Direct Loan program
- Implemented the Textbook requirements by course in compliance with Higher Education Opportunity Act

2008-2009
- Academic Standing Policy change
- Automate the collections process
- Start the Implement of dynamic forms on FA website ( Nelnet ) allowing students to complete and submit student financial services forms on line
- Automated collections process and student communication
- Explored the Federal Direct Lending option

2009-2010
- Direct Lending in Fall 2009
- State Grant and Work Programs eliminated, including Michigan Merit
- Increase in Pell of $800
- Students are able to get unsubsidized loans only (no Pell) if parents refused to complete FAFSA

2010-2011
- Summer 2011 was the last year for summer PELL
- Higher One Cards adopted for Refunds
- Loans packaged automatically Fall 2010
- Turned on loan acceptance self-service
- ImageNow/workflow
- 4S Transfer credits not specific to a major
- Asked students if parent(s) attended college on application
- Increased job training budgets
- Net price calculator added

2011-2012
- Financial Aid training for staff and enhanced training Feb. 2012
- AFP courses are not applied towards graduation credits
- Elimination of Federal ACG
- Last day of attendance electronic change in Fall 2011
- MA 104 changed to MA 098, increasing the AFP load for students
- Limit on the number of times an AFP course could be repeated
- PeopleSoft upgrade to 9.0
- Added one dedicated IT FTE to Financial aid
- Manager of Operations Position created
- Customer Service position created
- Gainful employment compliance
- V-Rap program for Veterans, which can be used for student and dependents

2012-2013
- My Financial Aid Page on-line addition
- Financial Aid Information Station added
- New SAP Policies
- 68% on PELL Grants
- Student participation confirmed twice each semester electronically (once at the beginning of class/once at the mid-point of the class)
- Federal loans provided in two disbursements per semester for all loan recipients (first disbursement applied 30 days after semester start; second disbursement applied at mid-point of semester)
- MyDegreePath launched
- Summer 2012: Ability to Benefit ended July 1, 2012
- Fall 2012: Changed Financial Aid Suspension and Academic Progress Tracking
- No Show (NS) Eliminated
- IRSD retrieval for FASFA
- GradFest FA exit interviews added to event
- SALT contract Nov. 2012
- Financial Awareness Counseling module for loan increases
- Robo Calls added as communication method
- Default Management Team Created - June 2012
- Financial Aid Rights and Responsibilities added
- Financial Aid alignment from VP Business to Student Affairs; Oct. ’12
- Confirm address/phone pop-up added on student system and tied to registration
- Changed qualifications for Job Training students to receive second disbursement to meet compliance.
- Address HLC minimum expectation - Criterion #3.4(a) (this relates to monitoring student loan indebtedness, default rates and repayment)
### 2013-2014

- Federal Regulations Changes - Verification
- 150% Cap - Subsidized Loan Regulation
- College Learning Study Financial Literacy-SALT Money 101
- Loan Fee Change July 1, 2013 - Another change December 1, 2013
- Loan Rate Change
- Financial Literacy Added to Orientation
- Changed Packaging Philosophy: Smaller amount, was full/part-time, now there are 4-levels
- Hold on registration with 2 AFP placements
- Change in tuition due dates and notification
- Discussion on academic standing and financial aid probation alignment
- Exploring Electronic billing
- Elimination of WP and WF
- Added RD095 Fall 2013 Fall 2013: More AFP Requirements
- Increased PELL

### 2013-2014 Continued

- Enrollment Cancellation Change – payment due same day to a weekly due date
- Increased the number of robo calls to students to improve communication
- Summer 2013 added summer application as a quick button and could request electronically
- Shopping sheet for Veterans only
- Summer 2013: Limit student employee hours to 28
- Beginning in 2014, sanctions will apply to schools with high CDRs. Schools with CDRs of 30% or more for three consecutive years will lose Pell and student loan eligibility. Schools with most recent CDR of 40% will lose student loan eligibility.
- Added additional strategies to reduce default rate
- Integrate Financial Aid Office into Enrollment Management Structure
- Develop a student success plan system for students on financial aid warning
- Institutionalize financial aid training for faculty, staff and other designated administrative staff
- Limited financial aid in bookstore to the purchase of books, supplies, computers, etc.

#### Grand Rapids Community College

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rate Type</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Process Date</th>
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<td>887</td>
<td>4267</td>
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<td>7/27/2013</td>
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<td>2010</td>
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<td>26</td>
<td>7/28/2013</td>
</tr>
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<td>8/4/2012</td>
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<tr>
<td>2009</td>
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<td>2579</td>
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<td>251</td>
<td>2356</td>
<td>10.6</td>
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<td>2Yr Official</td>
<td>141</td>
<td>2237</td>
<td>6.3</td>
<td>8/2/2008</td>
</tr>
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</table>

*First official 3-year Cohort Default Rate was not calculated until 2009. A trial rate was calculated for the 2008 year to provide schools with estimated information on increases they might expect to see in
**1988 - 2000**
- 1988 - Early college courses offered at neighboring high schools
- 1992 - Dual Enrollment Policy initiated
- 1996 - Michigan State Legislature passes the Postsecondary Enrollment Options Act
- 2000 - College initiates high school counselor breakfast meetings

**2005**
- Task force recommends Dual Enrollment Policy revision

**2007-2008**
- Academic Governing Council approves policy restricting some courses for dual enrollment & approves a minimum high school GPA of 2.5 for a dual enrolled student to take a GRCC college course.
- Start of On Line and On Campus Dual Enrollment Orientation
- Application "soft deadline dates" were moved up to assist students in preparation for Open enrollment.
- 341 dual enrolled enrollment

**2011-2012**
- State of Michigan Legislation passed to allow students in 9th grade to begin taking dual enrolled courses & allow high school students to take up to 10 college courses while a student in high school.
- GRCC becomes member of the National Alliance for Concurrent Enrollment Partnerships
- Dual Enrolled Fall 2011 Enrollment – 355
- Assessment of Dual Enrollment TLQM report

**2012-2013**
- Wyoming Middle College Initiated with 50 students.
- (Sophomore high school students selected to begin a four year program to complete an associate degree taking college courses offered at their high school through their 13th year in high school)
- Early college experience expands to Holland New Tech Turning Point Academy initiated. A high school credit recovery/dual enrollment partnership with Grand Rapids Public School.
- Dual Enrolled Fall 2012 Enrollment - 369

**2013-2014**
- GRCC Board of Trustees pass a new dual enrollment differential tuition rate for students enrolled as a cohort in a college class (early college/middle college experience) that is offered at the high school.
- Early college experience expands to Ottawa Hills, University Prep Academy, and Kelloggsville.
- Statewide Transfer/Articulation Agreement Partnership Grant.
- Dual Enrolled Fall 2013 Enrollment - 416
1993-2006

First General Learner Requirements - 1993

Revised as General Education Skills – 1995

- Ability to think critically and creatively
- Ability to recognize and use effective written communication skills
- Ability to demonstrate awareness, appreciation and respect for cultures other than my own
- Ability to analyze and draw conclusions from various types of data
- Ability to access and use a variety of information sources
- Ability to develop and use effective leadership skills
- Ability to recognize and use effective verbal communication skills
- Ability to define and solve problems
- Appreciate and exercise my rights and responsibilities as a citizen
- Work cooperatively in groups; work as a team member
- Make and exercise a lifelong commitment to learning

Revised as General Learner Outcomes (GLOs) - 2000

- Technology Skills
- Communication Skills
- Computation Skills
- Critical Thinking
- Information Management Skills
- Interpersonal Skills
- Personal Skills
- Diversity and Community Skills

Incorporated in Course Approval and Review Process CARP - 2001; Levels defined for each GLO - 2005-6

Pilot assessments of Critical Thinking, Technology Skills, Interpersonal Skills - 2003 & 4

Bb exit assessment - 2005

Writing rubric - 2006

Diversity survey - 2004

Entry assessment done in orientation - 2006

2007-2008

Continued entry and exit assessment

Writing assessed from writing samples provided from across the college using rubric

2008-2009

Bb assessment continues

Writing samples from both semesters assessed with GLO rubric

Sustainability GLO developed

Faculty surveyed on GLOs for possible revision

2009-2010

Sustainability and Community Engagement GLO proposed to AGC

Move to course embedded assessment of GLOs proposed.

New Team established

Bb assessment of GLOs discontinued

Updated: November 2013
Prepared by: Patti Trepkowski
2010-2011

New Institutional Learning Outcomes (ILOs) are developed following team attendance at NASPA conference and consultation with Keeling and Associates.

ILOs approved by AGC, December, 2010

Communications
Critical Thinking
Personal Responsibility
Social Responsibility

All departments begin defining ILOs in relationship to program outcomes.

Institutional Writing assessment discontinued - all ILO assessment to be imbedded in courses and programs.

2011-2012

ILO posters, stickies, and computer background introduces ILOs to students.

CARP course forms revised to incorporate ILOs with course learning outcomes.

ILOs incorporated into new Academic Program Review Process.

91% of programs linked ILOs with PLOs

55% of Career programs included all 4 ILOs

2012-2013

Faculty teams work on defining ILO competencies.

ILOs incorporated into the Curriculum model - necessary in General Education distribution courses and all four must be integrated into Program Outcomes.

85% of departments linked ILOs with PLOs

61% of Career departments included all 4 ILOs

2013-2014

Work on ILO competencies continues.

ILO process is being examined in the GRCC Self-Assessment on Assessment Practices
The GRCC Library continues to hold a central role in campus life. The original library was housed in the Board of Trustees chambers, fifth floor Main Building. "It was so quiet, you could hear a pin drop." Today, the building that houses instruction and other library services is a flexible two-story structure that changes continually to meet changing student needs. It hums with the sounds of student collaboration and inquiry. Since 1980, a computer lab has been incorporated into the space. More than half of the Collections are currently available online, reducing barriers of time and place for students at both the downtown campus and the regional centers. Six library faculty currently serve the LLC, triple the number who served during the decade of the 1920s.

### 2006-2007
- Included in the Learner Resources & Technology Solutions Tactical Plan.
- Adopted Learning Commons Model.
- Incorporated Academic Support Center.
- Taught 164 Information Literacy classes for 8,573 students.
- Celebrated a history of over 4 million visitors.
- Provided Occupational Therapy Assistant Accreditation Support.

### 2007-2008
- Produced online information literacy modules connected to General Learner Outcome 5 - Information Management.
- Implemented CWEST R25 scheduling of instruction.
- Implemented self-service online renewal for students.
- Undertook a pilot project for streaming/flash video to support visual learners and enhance the curriculum.
- Incorporated a preference for digital formats into the Collection Development Policy.
- Received redesign plans from Progressive AE.
- Upgraded LLC entrance and exit to improve access for individuals with disabilities.

### 2008-2009
- Added ILLiad electronic delivery to support regional centers.
- Expanded delivery schedule for MI eLibrary to five days, enhancing resource sharing for learners.
- Realigned Serials acquisitions and check-in functions into Technical Services.
- Retagged LLC collections to the standard US frequency to protect the collection and reduce system noise.
- Proposed a Knowledge Management system, which eventually led to the decision to purchase ImageNow.
- Information Literacy mandated for CLS 100, significantly increasing work load.
- Extended full suite of services to off-campus locations.
- Faculty newsletter launched.

### 2009-2010
- Began 1st phase of space improvements. An intricate series of book shifts made the process costly, but it was completed without any disruption to student access.
- Began a fund accounting pilot for Criminal Justice, Health, Music, and Nursing.
- Implemented a server replacement schedule.
- Migrated to Percussion Rythmyx.
- Established an LLC news & events blog.
- Improved the process for hiring, training, and evaluating student workers that encourages excellence.
- Supported Radiologic Technology Accreditation effort.
- Associate Degree Nursing and Licensed Practical Nursing Accreditation Support.
<table>
<thead>
<tr>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentored a Master’s practicum student who established a Quick Reference Database.</td>
<td>Taught 420 information literacy classes to reach 9,626 students, a significant increase over 2006-2007.</td>
<td>Second iteration of student learning outcome assessment.</td>
<td>Completed formal Program Review to review all facets of the LLC programs.</td>
</tr>
<tr>
<td>Piloted an initial Institutional Repository for GRCC yearbooks and newspapers.</td>
<td>Purchased an e-Commerce solution so we could accept fine payments and online donations.</td>
<td>Migrated from Millennium Integrated Library System to Sierra.</td>
<td>Updated student training manual to reflect system migration.</td>
</tr>
<tr>
<td>Drafted position-related procedure manuals.</td>
<td>Significantly reduced legacy microform technologies.</td>
<td></td>
<td>Documented Acquisitions processing.</td>
</tr>
<tr>
<td>Users surveyed for satisfaction.</td>
<td>Exam Cram event includes extended hours and snacks.</td>
<td></td>
<td>Developed and documented a method for projecting Student Assistant costs.</td>
</tr>
<tr>
<td>Instruction request process automated with web forms.</td>
<td>Subject Guides inaugurated.</td>
<td></td>
<td>Library branding and identity development project (in progress).</td>
</tr>
<tr>
<td>Hours Task Force completed a detailed report with recommendations.</td>
<td>Dental Assisting and Dental Hygiene Accreditation Support.</td>
<td></td>
<td>Established an Americans with Disabilities working group and collaborated with the new ADA Campus Coordinator.</td>
</tr>
<tr>
<td>Began using Social Media to promote services and collaborate on events.</td>
<td>Medical Assistant Accreditation Support.</td>
<td></td>
<td>Received National Endowment for the Humanities grant for Muslim Journeys Bookshelf.</td>
</tr>
<tr>
<td>Dental Assisting and Dental Hygiene Accreditation Support.</td>
<td>Copyright consultation transferred to Library.</td>
<td></td>
<td>Occupational Therapy Assistant Accreditation Support.</td>
</tr>
<tr>
<td>Migrated to Drupal web environment.</td>
<td></td>
<td></td>
<td>Re-energizing Library Liaison efforts with academic and other departments</td>
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</table>
GRCC

ORIENTATION

Updated: March 17, 2014
Prepared by: Tina Hoxie

Orientation Data

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th># Attendees</th>
<th>Semester/Year</th>
<th># Attendees</th>
<th>Semester/Year</th>
<th># Attendees</th>
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<tbody>
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<td>Winter 2011*</td>
<td>248</td>
<td>Summer 2011*</td>
<td>118</td>
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<td>Fall 2008</td>
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<td>304</td>
<td>Summer 2012</td>
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<td>Fall 2009</td>
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<td>252</td>
<td>Summer 2013</td>
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<td>Fall 2010</td>
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<td>100</td>
<td>Summer 2014</td>
<td>Takes Place February 2014</td>
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<td>Fall 2013</td>
<td>2,355</td>
<td></td>
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</table>

*Year-round orientation did not begin until 2011

2006-2007
Introduced online version of orientation via Blackboard (videos, links, publications, etc.) as a supplement to in-person orientation

2007-2008
Interactive response systems introduced into parent presentation session
Development of initial program learning outcomes

2008-2009
Financial Aid team members attended registration portion of orientation to provide one-on-one assistance for students and their parents

2009-2010
Introduced first Raider Rally (a pre-semester welcome event for new students and their parents and guests)
Oriented Coordinator position created
Orientation for the Lakeshore Campus implemented Summer 2010

2010-2011
Online orientation registration implemented along with post card, automated email and robocalls reminders
Express orientation, on demand sessions, introduced to account for late registering students
Year round orientation session offered (for fall, winter and summer start students)

2011-2012
Increased materials provided to student in orientation packet and advising packet
Financial Aid Information Station went live (a step-by-step video clearinghouse of FA processes and resources) and was promoted to orientation
Oriented Coordinator position eliminated

2012-2013
Introduced 4 groups (instead of 6 groups) rotation and increased sessions from 6 per week to 9 per week to increase capacity
Academic Governing Council approved policy for mandatory orientation (implementation pending)

2013-2014
Piloted orientation format that will be used when orientation becomes mandatory for all entering degree seeking students (i.e., group advising sessions)
Integrated Financial Literacy content into presentation for students and parents
Clickers used in academic advising session
Orientation moves under Enrollment Management umbrella

Updated: March 17, 2014
Prepared by: Tina Hoxie
Faculty professional development at Grand Rapids Community College (GRCC) has a complex and important history. GRCC has historically appreciated the multi-facetedness of faculty professional development, indeed, historical documents indicate the College’s recognition of the “learning ecosystem,” that espouses learning relationships, learning technologies, learning environments and learning design as intertwined, interdependent aspects of teaching and learning.

Pre-2006

- The first GRCC Great Teachers Seminar was held at the Macmillan Conference Center in October, 1995. GRCC continued to sponsor a GTS either only for GRCC faculty or in partnership with other Michigan Community Colleges through the summer, 2012.
- Faculty salons were held at the home of a faculty member beginning in 1994. These provided faculty members with an opportunity to discuss teaching and learning in a relaxed atmosphere.
- In 1995 / 1996, a senior faculty member collaborated with other faculty and staff to develop a new initiative, The Learner’s College. President Dick Calkins supported this conceptual approach and the President’s Cabinet voted unanimously to develop the initiative via faculty who were supported with release time.
- The Center for Teaching and Learning (CTL) was established in 1999 to meet the increased Professional Development needs of faculty generated by the newly launched Faculty Evaluation System. The CTL was part of the newly formed Instructional Design and Information Technology (IDIT) unit. The Director position was held by a senior faculty member on full-time release. A second faculty member was also appointed to work at the CTL on half-time release. Some of the first sessions offered by the CTL provided training in the new evaluation system. Also in 1999, President Juan Olivarz designated Learning Days as annual occurrences, codified in the Faculty Contract. The themes during these years were:
  - Flexible learning, Life Long Learning (2000-2001)
    - General Learning Outcomes
  - Updating our work – Looking Ahead Together
    - What does it mean to be the community’s college? (2001-2002)
    - Being the community’s college – our continuing story (2002-2003)
    - Every day a learning day – organizational learning at GRCC (2003-2004)
    - Putting Learning First: Focus on Student Success (2005-2006)
- During the 2000 / 2001 academic year, the CTL moved into the Learning Resource Center; during that same time another senior faculty member joined the leadership team, to provide curriculum support. CARP school helped faculty use the new process for course approval and review. WIDS training was provided. Training was also provided in Teaching Online. A fund for Faculty Innovation was established. That same year, the New Faculty Institute began.
- In 2001 / 2002, the CTL moved to the third floor of the Main Building, where faculty professional development has been formally housed since. The first Formation retreats, based on the work of Parker Palmer, were held in the Spring and Summer of 2002.
- In 2003, GRCC received support from the Fund for the Improvement of Postsecondary Education (FIPSE) to enhance student success through institutionalized implementation of effective, student-centered teaching practices. The approach implemented Faculty Learning Circles which addressed five topics: 1) contextualizing the curriculum; 2) academic service learning; 3) instructional technology; 4) culture of poverty, and 5) collaborative learning.
- In 2005 / 2006, the Center for Teaching and Learning closed. The College’s only full-time instructional designer moved into the newly created Learning Academy, a program of the Organizational Development unit. That same year, the Faculty Research Institute began. Instructional Design and Learning Technology became Instructional Support and Interdisciplinary Studies (ISIS). Faculty Professional Development and Distance Learning Instructional Technology continued under ISIS and were led by faculty directors and facilitators. The Learning Academy and Instructional Support worked together through the Raider Learning System Team.
In 1991, President Calkins launched a college-wide effort to implement total quality management including the establishment of the Dean of Institutional Research, Director of Strategic Planning, and Director of Continuous Improvement.

In 1993, GRCC joins the Continuous Quality Improvement Network (CQIN) as a founding member.

In 1992, all GRCC staff are trained in basic total quality management concepts.

In 1993, GRCC Board of Trustees sets goals for process improvements in six areas (Student Enrollment, General learner outcomes, Course scheduling, Curriculum development, Planning for Growth, and Budgeting).

In 1995, GRCC submits first Assessment Plan to NCA/HLC.

In 1995, GRCC quality efforts are expanded into the community as the Community Learning Enterprise (CLE) was launched.

In 1997, the Administrative Evaluation system was redesigned to ascertain leadership commitment to quality.

In 1999 and continues to be given in odd-numbered years through 2013.

In 2000, CLE efforts are folded into the work of the community-wide Delta Strategy project.

In 2001, GRCC submits application and is awarded the Michigan Quality Navigator Level Quality Award.

In 2002, The Quality Leadership Team submits a full application for the Michigan Quality Leadership Award. GRCC hosts site visit in 2003, but does not win award.

In 2003, the “Kaizen” tool of continuous quality improvement is used to conceptual and design the GRCC Enrollment Center.

In 2003, The Strategic Guide for Planning and Resource Allocation is developed to link budget decisions directly to college strategic priorities.

In 2000, GRCC is awarded the Michigan Quality Lighthouse Recognition Award for the successful completion of the quality starter guide self-assessment (required for AQIP).

In 2000, the Quality Leadership Team (20 members including 8 faculty) is established to lead quality and AQIP efforts at GRCC.

In 2004, Quality Leadership Team spearheads effort to submit application for the Michigan Quality Leadership Award and the national Baldridge Award. We are recognized by the Michigan Quality Council at the Honor Roll level.

In 2005, GRCC engages quality advising services from the Avalon Group to provide an external assessment of our progress on transforming the college through quality. He recommends we enhance our quality efforts in the areas of strategic planning, process-based management, and college-wide measurement systems.

In 2004, GRCC’s Business and Technical Training Unit certification is upgraded to ISO9001:2000.

In 2006, GRCC identifies 101 key college processes and embarks on an 18 month initiative to document and improve processes using cross-functional teams.

In 2006, the GRCC Performance Excellence Model is conceptualized to better integrate and align college quality efforts.

In 2006, the College Planning Council replaces the College Leadership Team and prepares an application for the Michigan Quality Leadership Award.

In 2007, GRCC wins the Michigan Quality Leadership Award.

In 2008, College Planning Council prepares and submits application for the Baldridge Quality award.

In July, 2011 GRCC completes the NCA/HLC “Intent to Participate in the Baldridge Option” form as their pathway to re-accreditation.

In February, 2012, the Michigan Quality Leadership Award application is submitted as required by the Baldridge Option guidelines.

In October, 2012, the College Planning Council hosts the Michigan Quality Leadership Team site visit.

In 2012, the Teaching and Learning Quality Model is established through the Provost Office. Quality monitoring reports for 41 academic processes are reviewed at Deans Council.

In 2013, a GRCC Team presents the Teaching and Learning Quality Model at the Association of Community College Trustees Annual Meeting in Seattle, WA.

Updated: March 17, 2014
Prepared by: Donna Krant
### Conduct Data

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<tr>
<td>2011-2012</td>
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<tr>
<td>2010-2011</td>
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<td>2007-2008</td>
<td>21</td>
</tr>
<tr>
<td>2006-2007</td>
<td>7</td>
</tr>
</tbody>
</table>

---

#### 2006-2007
- Code of Conduct management responsibility of Dean of Student Affairs

#### 2007-2008
- Added annual Code of Conduct report to AGC
- Major revision of Code of Conduct by cross-college team

#### 2008-2009
- Associate Director of Student conduct and Student Satisfaction Initiatives position created and hired
- Updated Hearing committee appeal process to include an additional faculty member
- Improved tracking system
- Standard Code of Conduct summary report added to AGC reporting

#### 2009-2010
- Joined national conduct association (ASCA), including participation in regional conferences
- Created conduct webpage
- Created workshops and handouts/resources for faculty and staff
- Created a video for Orientation
- Updated Hearing Committee training

#### 2010-2011
- Creation and launch of Behavioral Intervention Team
- Brought in a national speaker to present about BIT to campus community and local colleagues
- College created internal General Counsel
- One Book, One College program utilized a book on Civility
- Added Early Alert system, including behavior flags
- Team Charter created for Behavioral Intervention Team (BIT)
- Advocate Software purchased for tracking and reporting

#### 2011-2012
- Hosted and participated in national Title IX investigator training provided by ATIXA
- New Title IX responsibility structure, including addition of a Title IX coordinator
- Electronic compliance email notification to all students
- Fall opening day school meeting speaker about managing disruptive behavior

#### 2012-2013
- Added annual Code of Conduct report to Cabinet
- Associate Director Position transitioned to Director of Student Life and Conduct
- Hired Coordinator of Student Life and Conduct
- Added Academic Dishonesty flags to Early Alert system

#### 2013-2014
- Code of Conduct was reviewed for revisions

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Updated: March 17, 2014
Prepared by: Tina Hoxie
1999
Blackboard
First Online Classes Offered

2000-2001
Library Resources offered online

2001-2002
Single Tuition Due Date
New Student Orientation Technology
Online Registration (eGRCC)

2002-2003
Room Scheduling
Student Technology Helpdesk

2003-2004
Emergency Alert/Call Boxes/Emergency Communication Methods
Raidercast/Streaming Video
Transfer of Financial Aid to RaiderCard
Deployed wireless laptop carts
Cash to Raidercard machines installed
Podcasting

2004-2005
Online Student Center
Unofficial transcripts available to students online
Instruction software requests process improvement
Classroom readiness checklist

2005-2006
RaiderCard System implemented across campus for parking, library, copy machines, transactions in all vending machines, GRCC Food Service and Bookstore.
Wireless Campus
Student email transferred to gmail.
Teaching Learning Technology Showcase
Ended Dial-up Internet Connection
Touchtone Registration Ended
Continuity Software implemented
FACTS payment plan

Early 1990’s
Touchtone Registration

Updated: March 17, 2014
Prepared by: Tina Hoxie
2007-2008
- GRCC Facebook Page
- GRCC YouTube Channel
- Expansion of Online Databases for the Library
- Pronto
- Off-Campus Connection
- Ford Fieldhouse Locker Room went to the RaiderCard system
- Online job offerings and resume submission for student assistants
- Students began to pay for printing
- Library Catalog redesigned and online databases added
- Students can use their RaiderCard in Printing Services
- 13 Rooms in the Science Building received Technology
- Wireless access added for Preschool, Library and Winchester Alley
- AdvisorTrac and TutorTrac

2008-2009
- Textbook Information added to courses in the class search with passage of Higher Education Opportunity Act
- Online FASFA improvements
- Online Store allowed students to buy used equipment

2009-2010
- Student Records began using ImageNow
- Distance Learning Facebook Page
- Admissions Application Implemented Online
- Higher One Card Financial Aid Refund System
- Camtasia Relay Software
- Purchased the Davenport Campus
- Faculty absences posted on website and Blackboard
- FollowU Printing Feature Expansion

2010-2011
- Starfish Early Alert
- Wireless Student Printing
- RAVE Communication System
- President’s/Dean’s List sent electronically
- OrgSync – Student Life and Organization Communication Software
- Online Orientation Registration
- Sneden Hall Computer Lab added
- Financial Aid Computer Lab Added
- Full deployment of classroom technology
- Accept Financial Aid package online feature added
- Minimum use standards established in Blackboard for courses
- Research Project of online student success

2011-2012
- Financial Aid began using ImageNow for student documentation
- Summer Financial Aid Application available online
- Video captioning Website
- Redesign of self-service password reset
- Athletic Software Implemented – Sidearm
- Piloted automated pay feature for parking ramp
- Career Coach Software Purchased
- Net Price Calculator added to Financial Aid webpage
- Financial Aid set cap limit on funds available in the Bookstore
- Student Goal Intent question implemented on pop up on student information system.
- AGC standards for iClickers passed
- Financial Aid Information Station Advocate (Code of Conduct Software)
- DASH Bus/Parking online sign up system
2012-2013
MyDegreePath course tracking software by DegreeWorks Implemented
Technology Assistance with Log ins and Passwords at Information Stations
Textbook ordering process improved
Piloted class wait list feature in Peoplesoft
First online degree offered
Commencement ceremony streamed online
Customer Relations Management (CRM) Software implemented
Contactless RaiderCard piloted for staff
Collegiate offered online
Wireless printing from student’s device
Campus Virtual Tour created and implemented
My Financial Aid Page Improved
Online tax transcripts
Limited Financial Aid at Bookstore to be spent on only books and classroom supplies
Data warehouse
Blackboard Analytics

2013-2014
Federal Regulations Changes on Student Verification
Federal 150% Cap - Subsidized Loan Regulation
Financial Literacy SALT Money 101 module added to CLS 100 classes
Loan Fee Change July 1, 2013 - Another change December 1, 2013
Loan Rate Change
Help Desk – 24/7
Financial Literacy Added to Orientation
Changed Packaging Philosophy: Smaller amount, was full/part-time, now there are 4-levels
Hold on registration with 2 AFP placements
Change in tuition due dates and notification for student registration including enrollment cancellation process
Academic standing and financial aid probation alignment reviewed by AGC Policy Committee
Elimination of Withdraw Passing and Withdraw Failing
Added RD095 Fall 2013 Fall 2013: More AFP Requirements

2013-2014 Continued
Increased PELL
Increased direct contact with new and returning students through robo call technology
Summer 2013 added summer application as a quick button and could request electronically
Checklist sheet for veterans added online
Summer 2013 : Limit student assistant hours to 28
Winter 2014 implement online tutoring for all labs
RaiderCard Mobile App Launched
Digital signage system in ATC
Digital Signage
All parking ramps automated
Website ADA compliant
Common syllabus implemented in Blackboard
Blackboard upgrade to 9.1 SP12 to solve several issues reported by students and faculty
Replaced AdvisorTrac and Starfish Early Alert with SARS TRAC and Advising Trac
2006-2007
Twenty-three (23) Advisory Committees advise occupational programs and curricula twice a year in meetings and through other special events.

Advisory committees are established and utilized by community colleges that receive federal occupational education funds (Perkins funding).

The advisory committee role is to:
- represent business, industry & labor
- provide direction and recommendations to the college on the Perkins grant
- maintain a listing of members and the groups represented and minutes of meetings for audit purposes.
- will develop appropriate policies and procedures describing the role and responsibility of advisory committee members.

The duties of the advisory committees include:
- Advising the college on current job needs and the relevance of programs
- Assisting the college in developing its application for Perkins funds.
- Assisting educational agencies in planning, developing and reviewing of each occupational education program.

2007-2008
Revised Handbook in September 2007 and distributed to 400+ members.

2008-2009
Implemented SWD departmental plan to improve outcomes and communications for Advisory Committees.

Created new Advisory Committee brochure and committee materials.

Established SWD taskforce to review and revise processes and forms used in communication with Advisory Committees.

2009-2010
Curricular recommendations made by committees:
- to grow alternative energy and medical manufacturing in Applied Tech & Mfg;
- LEED certification in Arch. & Mech. Design; Office Adm. & Entrepreneurial certificates;
- Computer Applications; Fashion & Interiors curriculum; analyze results of year round curriculum in Nursing.

2010-2011
Initiated communication from Dean to new and retiring members

Established 1st Annual Advisory Committee Luncheon Celebration - May 2011 with over 100 attendees.


Implemented review and approval of all Advisory Committee meeting agendas by Associate Deans.

2011-2012
Updated/Revised Handbook to streamline information to align with purpose of Advisory Committees

Established standardized meetings template and outcomes.

Hosted 2nd Annual Advisory Committee Breakfast Celebration.

2012-2013
1st Annual Outstanding Advisory Committee Service Award established.

Hosted 3rd Annual Advisory Committee Breakfast Celebration with a presentation by Kevin Stotts of Talent 2025.

Created new Criminal Justice Juvenile Services Advisory Committee to improve industry specific contributions to the curriculum.

Advisory committee total remains at 23 with addition of Juvenile Services and the deactivation of Gerontology.

Linked Advisory Committee input to academic program review in order to validate external stakeholder needs

2013-2014
Created new Advisory Committee Handbook for Department Heads and Program Directors.

Created link between the advisory committee business representatives and the internship experience in industry.

Updated: March 17, 2014
Prepared by: Fiona Hert
2006-2007
Continuum of Learning developed during 2005-06 which guided new program development and improved articulation.
Focused on student success, retention and degree completion through articulation.

2007-2008
Implemented SWD Restructure in May 2008 to create & innovate 3-year plan to integrate credit and non-credit instruction.

2008-2009
Continued non credit to credit articulation from Job Training programs to credit programs.

2009-2010
Proposed to Deans Council in April, 2010 expanding GRCC transferability tool kit both Tech Prep & Non-occupational.
Articulate three Training Solutions Programs from non-credit to credit.
Explore automatic awarding of credit to completed JT program (non-credit) - concurrent enrollment in a credit program.

2010-2011
Proposed to Dean's Council February 2011 a process to build bridges between non-credit to credit for degree and certificate completion.
Articulate three Training Solutions Programs from non-credit to credit.

2011-2012
Convened cross-college team to determine and document internal articulation process.
Completed documentation of internal articulation process.
Convened team of health program directors to determine transition and process for non credit program development and possible articulation.

2012-2013
Credit articulation process included in exit interviews with Job Training graduates to improve transition to credit programs.
Developed non-credit to credit articulation in Medical Assistant with Davenport University.
Implemented pilot to create Job Training Welding program to credit.
Determined credit format for Welding Job Training format was cost prohibitive.

2013-2014
Working with FSU to create articulation agreements for 13 School of Workforce Development degree programs.

Updated: March 17, 2014
Prepared by: Fiona Hert
2006-2007
$790,853.00 allocation (decrease from 05-06)
Reauthorization of Carl D. Perkins Career and Technical Education Improvement Act of 2006, was passed by President Bush & Congress July 2006
The new law also includes "programs of study" that link academic and technical content across secondary and postsecondary education.
Achieved 4 of 7 Core Indicators

2007-2008
$830,590.00 allocation (increase from 06-07)
Transition year for increased performance measures (Core Indicators) against State Standards.
Begin Data collection in Fall 07 and reported in Fall 08.
Special Populations emphasis on fields of study and non-traditional enrollments for high wage, high skill, high demand jobs.

2008-2009
$811,460 allocation (decrease from 07-08)
Process of communicating approved Perkins plans via e-mail with Departments & Programs for academic year.
Implemented Perkins Project Showcase to highlight efforts/results of Perkins funded projects.
Achieved 5 of 6 Core Indicators

2009-2010
$819,356 allocation (decrease from 08-09)
Transitioned to collecting PROE survey information electronically vs. in classroom
Programs of Study initiative implemented.
The process for the Perkins trip proposal changed to include alignment of strategic plan to Perkins plan.
Achieved all seven (7) Core Indicator measures above State Standards.

2010-2011
$801,690 allocation (decrease from 09-10)
Achieved 5 of 6 Core Indicators
Continued work on developing 1P1 assessments.
Initiated progress reports on 913 curriculum projects at the WET meetings.
Continued development of PROE process with both students and advisory committees.
Programs of Study initiative implemented, and a pilot in Accounting was implemented.

2011-2012
$779,659 allocation (decrease from 10-11)
Perkins Compliance Site visit Thursday, September 15, 2011 with no findings.
Worked to align Perkins PROE requirements to APR process.
Perkins CORE Indicators became outcomes for Strategic Plan.
Initiated progress reports on 913 curriculum projects at the WET meetings.
Continued development of PROE process with both students and advisory committees.
Four (4) curriculum alignment projects (English, Social Science & Sciences) were implemented.
Implemented pilot project to increase 2P1 student email to file for graduation audit – 38% return of filings.
Achieved 5 of 6 Core Indicators

2012-2013
$754,970.00 allocation (decrease from 11-12)
Continued Bi-Semester reports on Perkins EOL assignments.
Development of Internship Program at GRCC.
Created survey for improvements to WET meeting structure.
Development of marketing plan to increase Non-Trad CORE indicators (SP1 & SP2) based on Spring 2013 student survey.
Achieved all 6 out of 6 Core Indicators

2013-2014
$700,689.00 allocation (decrease from 12-13)
Reduced number of WET meetings from five to two as a result of a WET survey.
Implemented individual departmental meetings to review Perkins CORE Indicator data.
Achieved all 6 out of 6 Core Indicators

Updated: March 17, 2014
Prepared by: Donna Krapt
### 2005-2006
The non-credit online student registration system, Continuity, was implemented in 2005.

- Enrollment in Training Solutions was 6,393 (62.7% increase)
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $3.8 million

### 2006-2007
- Enrollment in Training Solutions was 4,892 students (-23.5% decrease)
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $4.0 million

### 2007-2008
- Enrollment in Training Solutions was 6,432 (31.5% increase)
- Motorcycle Safety State Grant - $134,830.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $4.5 million

### 2008-2009
- Enrollment in Training Solutions was 7,935 (23.4% increase)
- Motorcycle Safety State Grant - $137,670.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $5.0 million

### 2009-2010
- Enrollment in Training Solutions was 8,140 (2.6% increase)
- In 2010, Safety Technology USA partnered with GRCC, led by local employer, Rockford Construction, to become the first U.S. training center to offer the globally recognized Safety Technology safety certification program for the wind energy industry.
- Pathways Out of Poverty – 3 year DOL grant - $4.0 million
- Motorcycle Safety State Grant - $152,645.00
- Motorcycle Special Grant - $1,500.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $2.7 million

### 2010-2011
- Enrollment in Training Solutions was 8,838 (8.6% increase)
- Michigan New Jobs Initiative implemented. It is a collaboration between Michigan community colleges and businesses that are expanding or coming to Michigan. It is a program that can provide flexible funding to meet an assortment of employee training and development needs specifically designed for businesses.
- Motorcycle Safety State Grant - $138,067.00
- Motorcycle Safety Federal Grant - $6,872.00
- Motorcycle Special Grant - $3,919.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $1.9 million

### 2011-2012
- Enrollment in Training Solutions was 12,291 (39.1% increase)
- Motorcycle Safety State Grant - $138,067.00
- Motorcycle Safety Federal Grant - $21,412.00
- Motorcycle Special Grant - $15,000.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $1.8 million

### 2012-2013
- Enrollment in Training Solutions was 16,822 (36.9% increase)
- First non-credit health program to be accredited: Medical Assistant
- Motorcycle Safety State Grant - $138,067.00
- Motorcycle Safety Federal Grant - $21,412.00
- Motorcycle Special Grant - $15,000.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $1.7 million

### 2013-2014
GRCC and business partner Safety Technology USA, became the first training provider in the U.S. to be awarded the globally recognized Global Wind Organization (GWO) accreditation to deliver basic safety training to wind farm workers. GRCC has been certified to deliver the four land-based GWO Basic Safety Training modules: working at height, first aid, fire awareness, and manual handling.
- Michigan Consortium for Advanced Manufacturing (MCAM) – 4 year grant - $24.9 million ($4.1 million for GRCC)
- Michigan Pathways to Credentials - $90,000 grant
- Kellogg Pathways to Success – 2013-2015 - $700,000 grant
- Motorcycle Safety State Grant - $138,067.00 for 2013 & 2014
- Motorcycle Safety Federal Grant - $29,346.00
- Area Community Services Employment & Training Council (ACSET) Grant Funding - $1.7 million

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Updated: March 17, 2014
Prepared by: Fiona Hert
1990-2006
Counseling Center assigns liaison to four year partner institutions
Post-secondary articulations begin at GRCC
Transfer Guide separated from GRCC catalog
Transfer Fairs begin at GRCC
2+2 documents created as a requirement of the Tech Prep grant in 2006
Advisors from four year transfer institutions advise GRCC students on campus
Of first time, full time students who began at GRCC in 2005, 20.1% successfully transfer to another college/university
Of first time, full time students who began at GRCC in 2006, 25.1% successfully transfer to another college/university

2007-2008
Four year partner reps visit GRCC campus regularly
Tech Prep is required to complete a GAP Analysis. The purpose of the GAP Analysis was to define the area taught in the secondary and in the post-secondary level and see where the “gaps” were and where credit could be awarded to a high school student
Tech Prep grant begins
Of first time, full time students who began at GRCC in 2007, 27% successfully transfer to another college/university
GRCC has 33 high school articulation agreements

2008-2009
Transfer reps attend Counseling Center meetings
GRCC has 21 post-secondary articulation agreements
GRCC has 33 high school articulation agreements
Of first time, full time students who began at GRCC in 2009, 19.5% successfully transfer to another college/university
98% of GRCC students reported satisfaction with GRCC preparation for transfer

2009-2010
GRCC has 25 post-secondary articulation agreements
Input from High School/Tech Center Staff Help Simplify and Change GRCC’s High School Articulation Application Process
GRCC has 34 high school articulation agreements
389 high school articulation applications turned in to GRCC
1,256 high school articulated credits posted
95.2% of GRCC students reported satisfaction with GRCC preparation for transfer

2010-2011
State of Michigan Articulation grant eliminated
GRCC has 30 post-secondary articulation agreements
Tech Prep Grant is eliminated June 30, 2011
Annual Teacher/Counselor Career Academy hosted by GRCC’s Tech Prep ends
Tech Prep Coordinator position eliminated as Tech Prep Grant ends
GRCC has 35 high school articulation agreements
95.5% of GRCC students reported satisfaction with GRCC preparation for transfer
97.2% of GRCC students reported satisfaction with GRCC preparation for transfer
410 high school articulation applications turned in to GRCC
1,857 high school articulation credits posted
Process developed to revise post-secondary articulation agreements

2011-2012
First Reverse Transfer agreement signed
Transfer and Articulation Coordinator hired
CAP 1.1.3 (Revise and create four-year agreements for seamless transfer) started
GRCC has 35 post-secondary articulation agreements
GRCC has 42 high school articulation agreements

2012-2013
Transfer established as part of GRCC’s completion agenda
Alumni connection established
Transfer and Articulation defined as an institution
Articulation embedded into the curricular process
GRCC has 42 post-secondary articulation agreements
GRCC has 44 high school articulation agreements
2,453 high school articulation credits posted
Transfer & Articulation Coordinator regularly attends Counseling Center meetings
Transfer & Articulation Coordinator attends Department Heads meetings to present on articulation
Post-secondary articulation form created to send to Department Heads when post-secondary articulation agreements are requested from other institutions
Transfer & Articulation process developed

2013-2014
Transfer websites consolidated and connected
Alumni surveyed to glean data that can help improve transfer preparation at GRCC

Updated: March 17, 2014
Prepared by: Diane Patrick