

# College Action Project Worksheet for NEW CAP Projects – October 21, 2016 Update

## CAP: 1.2.1

Champion: Vikki Cooper

**NOTE: Please review your response to each question and update as needed.**

1. **Current CAP Team Members:** Update team member names as needed.

**New condensed team:** Shanna Goff, Sandy Lancaster, Christina McElwee, Sheryl York, Andrea Hayes, Katie Daniels, Daniel Sullivan, Kellie Kozlowski, Barbara Bouthillier, Don VanOveren, and Marisol Blanco

2. Describe the **purpose** of this project including a description of the associated activities. (100 words or fewer) Update purpose statement as needed

The purpose of CAP 1.2.1 is to establish a system of supports and strategies that enable students in AFP courses to successfully transition into traditional course work enabling them to accomplish their academic goals. Possible approaches include course acceleration, course integration and the development of a cohort based model for students enrolled in at least three AFP courses. If successful these approaches will benefit the individual student in his/her quest for transfer and/or degree obtainment while as well increasing institutional rates of success and retention.

3. Describe the **goals** of this Action Project (in 100 words or fewer) (Update goals as needed)
  - Increase AFP course success rates
  - Reduce time spent in developmental coursework
  - Increase percentage of students transitioning from AFP courses to credit bearing courses
  - Train AFP faculty and staff on redesign models of developmental courses during the 2015-2016 and 2016-2017 academic years.
  - Form a nonrestrictive pathway for non-STEM students by creating a developmental math course **MA 099** (new course) which will prepare students for MA 124 Math for Liberal Arts (Developmental Redesign).
  - Incorporate Faculty Learning Groups for all Academic Foundations Faculty (**Developmental Math Faculty Learning Groups and Faculty Learning Groups for all Academic Foundations Faculty focusing on Cultural Competency in the classroom.**)
  - **Design Remediation Support Program for Low Achieving Reading Students**
4. What **measurable criteria** will be used to determine this project's success? Update measures as needed
  - Course success rates
  - Number of students transitioning from **2 or more** AFP courses to **100%** credit bearing courses

(This data is listed at the end of this report in Appendix A)

5. Please provide the **results of your lead measure** to date (either tables or charts). **Provide most recent data on your measures.**
6. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure. **Update measures as needed**
- Course success rates
  - Students who enroll in AFP courses at GRCC are subsequently able to complete college level course work
  - Student Engagement Benchmarks
  - This project will directly impact student engagement, student success and retention
7. What **personnel resources** will be required to deliver the project successfully? **Update resources as needed.**
- We will require personnel assistance in the following areas:
    - Institutional Research
    - Academic Foundations
    - Academic Support
    - Academic Advising
    - Administrative Assistance
    - Student Records
  - Fortunately, we have representatives from all of the above needed areas of the institution on our team so we don't anticipate additional personnel resource at this time.
8. What **additional resources** will be required to develop and/or sustain the project? **Update resources as needed**

Category	Cost	Explanation (one time or recurring)	Which budget will cover these costs?
<b>Category</b>	<b>Cost</b>	<b>Explanation (one time or recurring)</b>	<b>Category</b>
Supplies	\$2500	<ul style="list-style-type: none"> <li>• Training manuals for Math redesign, and Faculty Learning Groups</li> <li>• Miscellaneous supplies</li> </ul>	Supplies
Food	\$3000	<ul style="list-style-type: none"> <li>• Math Eight four hour trainings</li> <li>• Faculty Learning Group facilitator training</li> <li>• Faculty Learning Group small group meetings</li> <li>• The P.L.A.C.E. training for accelerated dev. ed. courses- one three hour introductory training</li> </ul> <p>(Please note that for all of the above trainings except one, we plan to have light snacks and beverages. Lunch will be served during the full day Faculty Learning Group and Math trainings.)</p>	Training
Training	\$8500	<ul style="list-style-type: none"> <li>• AFP math coordinators, math faculty and math professional support staff/ tutor will visit colleges in the Midwest to benchmark</li> </ul>	Training/Travel

		<p><b>best practices of acceleration in developmental math.</b></p> <ul style="list-style-type: none"> <li>• <b>AFP math coordinators and math faculty will attend NADE in order to attend a developmental math training institute on accelerated, contextualized and best practices in developmental math.</b></li> <li>• <b>Faculty Learning Group Facilitators will attend a training in Ohio.</b></li> <li>• <b>AFP coordinators and reading faculty will benchmark programming that community colleges have implemented to support low level students.</b></li> <li>• <b>During the winter of 2017 we will have a Cultural Competency speaker address all AFP faculty in an interactive faculty development training.</b></li> <li>• <b>College Reading and Learning Association Conference for Low Level Reading Team</b></li> </ul>	
<b>Printing</b>	<b>\$1000</b>	<b>Printing and other communication necessities.</b>	<b>Printing</b>
<b>Total</b>	<b>\$15,000</b>		

9. Will this project require any **additional budget dollars** for the 2016-2017 academic year that have not already been secured?      \_\_\_NO                      \_\_\_ Yes

If yes, please describe briefly:

10. Please provide work plan for 2016-17:

Month	Activity	Person Responsible	Status as of October 2016
August, 2016	No meeting scheduled		
September, 2016	CAP Core Team Meeting	Vikki Cooper	
October, 2016	<p>Faculty Interest Group Facilitator Training</p> <p>MichMatic</p> <p>Visit Lansing Community College</p>	<p>Vikki Cooper</p> <p>Shanna Goff</p> <p>Vikki Cooper, Reading Instructors,</p>	

		Marisol Blanco, John Cowles	
November, 2016	Faculty Learning Groups Core Team Meeting Travel to Lansing CC  AMATYC CRLA Conference	FLG Facilitators Vikki Cooper Low Level Reading Team Shanna Goff Low Level Reading Team	
December, 2016	Core Team Meeting Tutoring Support for Dev. Ed. Meeting/ Training	Vikki Cooper AFP Coordinators	
January, 2017	Faculty Learning Groups Core Team Meeting	FLG Facilitators Vikki Cooper	
February, 2017	AFP Learning Day Faculty Learning Groups Core Team Meeting IRW Training	Vikki Cooper Facilitators Vikki Cooper IRW Team	
March, 2017	NADE Core Team Meeting IRW Training Faculty Learning Groups	Math Team Vikki Cooper IRW Team FLG Facilitators	
April, 2017	Core Team Meeting Faculty Learning Group Meeting	Vikki Cooper FLG Facilitators	
May, 2017	Core Team Meeting Plan for Fall 2017	Vikki Cooper Core Team	
June, 2017	Core Team Meeting	Vikki Cooper	

11. When will your Team meet? Please provide **Team meeting dates** for August 2016 to June 2017

*NOTE 1: We highly recommend that your team meets, at minimum, one time per month. You are encouraged to find ways to communicate within your team between scheduled meetings, perhaps weekly.*

12. What **new CAPs** would your CAP team suggest as natural next steps to your current project?

We would suggest focusing on supporting students who are achieving below our lowest level of developmental reading and math courses. This CAP should focus on ways to provide multiple measures of assessment as well as remediation that will help them prepare for developmental courses at GRCC.