

College Action Project Worksheet for NEW CAP Projects – August 7, 2015 Update

CAP: 1.2.1

Champion: Vikki Cooper

1. **Current CAP Team Members:** **New condensed team:** Shanna Goff (Math AFP Coordinator and Associate Professor), Sandy Lancaster (PY 097 Coordinator and Associate Professor), Christina McElwee (Assistant Professor and Reading Coordinator), Sheryl York (English EN 097 Coordinator and Assistant Professor), Emily Nisley (Counselor), Heath Chelesving (Research Analyst), Katie Daniels,

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

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) (**Wildly important goals**)
 - 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.

4. What **measurable criteria** will be used to determine this project's success? (**Lead measures**)
 - 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). (**Compelling Scoreboard**)
 - Attached in Appendix A

6. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.
 - Course success rates

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- 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?

- 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?

Category	Cost	Explanation (one time or recurring)	Which budget will cover these costs?
Category	Cost	Explanation (one time or recurring)	Category
Supplies	\$2500	<ul style="list-style-type: none"> • Professional texts and manuals for both ACOMP and IRW trainings. • Miscellaneous supplies 	Supplies
Food	\$3000	<ul style="list-style-type: none"> • ACOMP Six three hour trainings • Integrated Reading and Writing (IRW) Five three hour trainings • Success Coach Wrap-Around Support training for accelerated dev. ed. courses- one three hour introductory training (Please note that for all of the above trainings except one, we plan to have light snacks and beverages provided by AVERY. Lunch will be served during the full day IRW training.)	Training
Training	\$2000	Integrated Reading and Writing (IRW) Full day training: <ul style="list-style-type: none"> • Guest trainer from Community College of Baltimore County: Airfare, food, lodging and other misc. expenses. 	Training
Printing	\$500	Printing and other communication necessities.	Printing

9. Will this project require any **additional budget dollars** for the 2015-2016 academic year that have not already been secured? ___NO x Yes

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If yes, please describe briefly: This year our CAP team will be focusing on training faculty and staff in intensive trainings throughout the academic year.

10. Please provide an update on the activities from your spring update:

Month	Activity	Person Responsible	Current Status
July, 2014	Complete CAP Worksheet, Solidify CAP Team based on June invitations to prospective team. Completed	Raynard	
August, 2014	CAP Champions draft agenda for Sept. CAP Team meeting and make preparations for SLT presentation on Sept. 12th Completed	Raynard and Vikki	
September, 2014	Convene initial CAP Team meeting Review and discuss CAP worksheet Establish initial data needs Present overview to SLT. Obtain SLT feedback and recommendations. Completed	Raynard and Vikki	
October, 2014	Host CAP Team meeting. Review SLT feedback with Team. Establish sub-teams. Completed	CAP Champions and sub team chairs, ALL	
November, 2014	Focus on sub-team work. First of two sub team work sessions. Examine data sets for vetting CAP plans, goals, and measures of success. Draft schedule for student focus groups (completed)	ALL	

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<p>December, 2014</p>	<p>March 2015)</p> <p>Second of sub team work sessions.</p> <p>Establish operational steps related to implementation of identified CAP plans.</p> <p>Share sub team progress and needed action steps with entire Team</p> <p>(Completed in Feb)</p> <ul style="list-style-type: none"> • Discuss Multiple Measures. Leaning toward LASSI and GRIT <p>Identify winter AFP cohort group and baseline data measurable indicators of success</p> <ul style="list-style-type: none"> • Obtained and examined baseline data. • Indicates 56% completion of all recommended/required DE courses over 3 yr. period. • Determined that alternate data needed to establish more appropriate baseline. 		
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	<p>Previous gathered data doesn't allow for future cohort comparison.</p>		
<p>January, 2015</p>	<p>Reconvene entire Team Begin Winter semester engagement activities Host student focus groups Benchmark CAP plan concepts</p> <ul style="list-style-type: none"> • Multiple Measure (LCC, LK MI, other research) • Accelerated Learning and Course Integration (Baltimore County CC, California Acceleration Project, College Academic Success Program, Texas Association for Developmental Education Accelerated Coursework) • Community College Resource Center 	<p>CAP Champions, ALL</p>	
<p>February, 2015</p>	<p>Continue engagement activities Continue benchmarking tentative action steps Sub team members attend National Association for Developmental Education Conference. Attendees</p>	<p>ALL, Select Sub team members</p>	

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	<p>prepare summary of conference takeaways.</p> <ul style="list-style-type: none"> • Attending team members debriefed while at NADE and identified an additional strategy to incorporate into the work of this CAP. This strategy allows those who haven't completed the content in an ALEKS based math course to work towards completion for up to two weeks after the semester. The idea is to prevent a student's need to retake a course and thus reducing financial and time barriers that interfere with progression through AFP math courses. 		
March, 2015	<p>Review and discuss conference takeaways with Team</p> <p>Review benchmark data</p> <ul style="list-style-type: none"> • Request additional benchmark data <p>Review focus group data and info</p> <ul style="list-style-type: none"> • Two focus groups scheduled for March <p>Begin to solidify action steps</p>	Conference attendees, ALL	
April, 2015	Final Team meeting of Year 1	ALL	

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	Identify needs to implement actions steps for Year 2		
May, 2015	Obtain semester data related to Winter AFP cohort Assess effectiveness of engagement activities	Heath C., ALL	
June, 2015	Sub team members attend Accelerated Learning Programs conference. Attendees prepare summary of conference of takeaways	Select sub team members	Sheryl York and Vikki Cooper attended this conference and
July, 2015	Prepare for implementation of year two action steps	CAP Champions, all 52 weekTeam members	

11. Provide a 12-month work plan for this project:

Month	Activity	Person Responsible
July, 2015	<ul style="list-style-type: none"> • Complete Worksheet • Confirm committee members • Go over goals for the year via email 	Vikki
August, 2015	<ul style="list-style-type: none"> • Contact core team via email. Meeting not possible due to summer vacation. • First ACOMP training on August 11, 2015. 	Vikki Sheryl York
September, 2015	<ul style="list-style-type: none"> • Meet after SLT meeting to discuss support services for students in accelerated dev. ed. courses. • Benchmark and create training modules for Success Coaches to provide support students in accelerated dev. ed. courses. • Half day ACOMP training for instructors 	Entire team Domingo, Emily and Vikki Sheryl York
October, 2015	<ul style="list-style-type: none"> • Integrated Reading and Writing full day training with presenter from Community College Baltimore County • Second half ACOMP training for instructors 	Christina McElwee Vikki Cooper Sheryl York
November, 2015	<ul style="list-style-type: none"> • Meet with Success Coaches for first discussion/ training of support or wrap around 	Domingo, Emily and Vikki

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	<ul style="list-style-type: none"> support for students Plan ACOMP scale up support Third half day training for ACOMP instructors Second IRW training for instructors 	Entire team Sheryl Christina
December, 2015	<ul style="list-style-type: none"> Team update meeting to plan for half day training of Success Coaches (Entire Team) Finalize ACOMP advertising/ media and PeopleSoft issues. 	Entire Team Bryan,Sheryl, Emily,Domingo and Vikki
January, 2016	<ul style="list-style-type: none"> Fourth ACOMP training Third IRW training 	Sheryl Christina
February, 2016	<ul style="list-style-type: none"> Fifth ACOMP training Fourth IRW training Team Meeting after SLT meeting AFP Learning Day (all team members are invited and encouraged to attend) 	Sheryl Christina Entire Team
March, 2016	<ul style="list-style-type: none"> Success Coach training Support training for students in accelerated dev. ed. courses Sixth ACOMP training Fifth IRW training 	Domingo, Emily and Vikki Sheryl Christina and Vikki
April, 2016	<ul style="list-style-type: none"> Planning meeting for fall 2016 implementation of mandatory ACOMP and initial support services 	Entire Team
May, 2016	<ul style="list-style-type: none"> Planning meeting for fall 2017 goals and work plan Go over AFP data 	Entire Team
June, 2016	<ul style="list-style-type: none"> Logistics of support in College Success Center 	Domingo and Vikki
July, 2016	<ul style="list-style-type: none"> Create work plan for upcoming year 	Entire Team

12. When will your Team meet? Please provide **Team meeting dates** for August 2015 to June 2016

(Create a Cadence of Accountability)

Meeting Dates:

August (communicated via email)

September 11, 2015

October 8, 2015

November 12, 2015

December 4, 2015

January 14, 2016

February 19, 2016

March 3, 2016

April 14, 2016

May 12,2016

June 9, 2016

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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.

NOTE 2: If you choose to hold Team meetings on the SLT meeting dates immediately following SLT, lunch and a meeting space will be provided for your team.

The following data was taken from the Grand Rapids Community College Teaching and Learning Quality Report Developmental Education, August, 2015

OUTCOME MEASURES

The following data are tracked annually and longitudinally.

Measure	Table 1. AFP Course Success of Degree-Seeking FTIAC, Full- & Part-Time AFP Students									
	Fall 2012			Fall 2013			Fall 2014			3-Year Average
COURSE Success (All AFP Courses)	# Enrolled	# Successes	% Successes	# Enrolled	# Successes	% Successes	# Enrolled	# Success	% Success	Fall 2012-2014
All AFP classes										
MA 095	422	185	44%	405	187	46%	339	154	45%	45%
MA 096	15	3	20%	5	3	60%	4	4	100%	42%
MA 097	163	73	45%	149	75	50%	87	45	52%	48%
MA 104/098	492	243	49%	540	230	43%	478	197	41%	44%
EN 097	706	386	55%	650	350	54%	504	289	57%	55%
RD 095				19	9	47%	16	2	13%	31%
RD 097	332	181	55%	284	162	57%	230	129	56%	56%
RD 098	278	155	56%	274	152	55%	231	154	67%	59%
PY 097/100	405	226	56%	597	367	61%	539	360	67%	62%
Any Dev Ed Course Enrollment	2,813	1,452	52%	2,923	1,535	53%	2,428	1,334	55%	53%

Table 2. Gateway Course Success for Degree-Seeking FTIAC, Full- & Part-Time AFP Students										
Successful Completion of Gateway Courses after Dev Ed	Fall 2012			Fall 2013			Fall 2014			3-Year Average
	# Enrolled	# Successes	% Successes	# Enrolled	# Success	% Success	# Enrolled	# Success	% Success	Fall 2011-2013
MA 096 to MA 104/098	69	27	39%	53	22	42%	58	21	36%	39%
MA 097 to MA 104/098	91	41	45%	76	39	51%	56	32	57%	50%
MA 104/098 to MA 107	338	203	60%	307	196	64%	238	166	70%	64%

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EN 097 to EN 100	174	106	61%	175	98	56%	150	89	59%	59%
EN 097 to EN 101	231	156	68%	171	111	65%	153	101	66%	66%
RD 098 to PS 110	58	27	47%	53	27	51%	41	23	56%	51%
All 4 Gateway Course Enrollments	961	560	58%	835	493	59%	696	432	62%	60%

Table 3. Retention Rate of Degree-Seeking FTIAC, Full- & Part-Time AFP Students

Retention	Fall 2012			Fall 2013			Fall 2014			3-Year Average
	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	Fall 2011-2013
Fall to Winter	1,614	1,171	73%	1,549	1,112	72%	1,341	998	74%	73%
Fall to Fall – 1 Year	1,614	681	42%	1,549	667	43%				
Fall to Fall – 2 Year	1,614	410	25%							
Fall to Fall – 3 Year										
Completion to all required/ recommended DE	1,614	737	46%	1,549	707	46%	1,341	617	46%	46%

Table 4. College Credit Completion of Degree-Seeking FTIAC, Full- & Part-Time AFP Students

Success Completion of 15+ College Level Credits	Fall 2012			Fall 2013			Fall 2014			3-Year Average
	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	Fall 2009-2010-2011
After year 1	1,614	670	42%	1,549	650	42%				
After year 2	1,614	789	49%							
After year 3										
Successful Completion of 30+ College Level Credits										
After year 1	1,614	68	4%	1,549	46	3%				
After year 2	1,614	412	26%							

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After year 3										
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Table 5. Transfer and Graduation Rates of Degree-Seeking FTIAC, Full- & Part-Time AFP Students

	Fall 2012			Fall 2013			Fall 2014			3-Year Average
	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	# of students starting	# of students completing	% of all	
Transfer to 4-Year School Year 1	1,614	86	5%	1,549	74	5%				
Transfer to 4-Year School Year 1-2	1,614	169	10%							
Transfer to 4-Year School Year 1-3										
Certificate Obtained Year 1	1,614	0	0%	1,549	1	0%				
Certificate Obtained Year 1-2	1,614	4	0%							
Certificate Obtained Year 1-3										
Assoc. Degree Obtained Year 1	1,614	0	0%	1,549	0	0%				
Assoc. Degree Obtained Year 1-2	1,614	10	1%							
Assoc. Degree Obtain Year 1-3										