

Student Success Update

COLLEGE ACTION PROJECTS

Project Title: **Programs of Study Initiative.**

Project Author: Fiona Hert, Dean, School of Workforce Development

Project Team: Fiona Hert, Judy Stark, Lynnae Selberg, Yolanda Duncan, Mike Kiss, Chad Lodenstein, Bethann Talsma, Ann Alexander, Jodi Richhart, Nikki Banks, Don Steeby, Szymon Machajewski, Patrick LaPenna, and Cathy Green

Project #: 1.2.1

Date: September 2012

Highlights

- As of June 2010, nine Programs of Study and four Curriculum Alignment projects have been completed in:
 - 1) English
 - 2) Math
 - 3) Social Sciences
 - 4) Sciences
 - 5) Accounting
 - 6) Automotive
 - 7) HVAC
 - 8) Juvenile Services
 - 9) Law Enforcement
 - 10) Marketing
 - 11) Computer Networking
 - 12) Web Design
 - 13) Welding
- GRCC received grants totaling over \$50,000 for 2011-2012 for faculty and staff work in these areas.

Introduction:

Programs of Study: A program of study (POS) is a sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career.

Purpose:

The primary purpose of Programs of Study at GRCC is to provide successful secondary to postsecondary education transitions for students. The Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 required states and local education agencies to create secondary-to-postsecondary sequences of academic and career education course work that lead students to attain a postsecondary degree or industry-recognized certificate or credential. At a minimum, Programs of Study provide the following:

- incorporate and align secondary and postsecondary education components;
- include academic and CTE content in a coordinated, non-duplicative progression of courses;
- offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree



Goals:

- To increase student success and completion of occupational and liberal arts programs and courses
- To clearly delineate course content, skills and competencies required in occupational and liberal arts programs and degrees
- To continue work in the ten previously completed Programs of Study: Accounting, Welding, Law Enforcement, Automotive, HVAC, Web Design, Juvenile Services, Marketing and Management, Networking, Sciences, English, Math, and Social Studies by informing and consulting with Advisory Committees and area employers of skills, knowledge and competencies
- Create POS course sequence templates for parents and students that will assist high school-to-college transition courses



Results:

As of June 2012, nine programs of study have been completed in occupational programs and four in general education. (Full reports can be found at www.grcc.edu/programsofstudy.) A sample of **Program of Study** specific results include:

Year I:

Math – Five freshman courses were analyzed and aligned with Michigan High School Content Expectations (MA 098, MA107, MA 110, MA 131, MA 133). While aligning topics is a good first step, it is apparent from current placement tests and student success in our college courses that just taking a course that covers the same material in high school is not enough to imply that the student is ready to move on to the next level class. As a result, we believe that a placement test at the time of potential enrollment is a more reliable way of determining a student's preparation for a class. We may need a better placement test (such as ALEKS) than the one we currently use. Although it may be more expensive, it gives us more and better information, enabling us to better place our students into the correct class. (**Faculty:** Dana Sammons, Curt Barager, and Andrea Hayes)

HVAC: ER 121 will be added as an articulated course; EPA 608 Refrigerant Handling Certification will be added as an exit assessment to increase student employability and meet employer need; foundational reading requirements within HVAC are being considered to increase future success in subsequent courses; POS will be shared with the Advisory Committee and will be utilized by HVAC faculty for curriculum revisions. (**Faculty:** Don Steeby and Ron Stevenson)

Web Design: Students who would like to pursue the Web Design certificate program or the associate degree should focus on academic fields of Mathematics and English. The recommended ARITH and ALGEB score range is 50. The Accuplacer READING score should be at least 75; in addition to skills measured by Accuplacer in ARITH, ALGEB, and READING sections, students should possess basic computer skills. This includes typing, word processing, and operating system use; the numerical sequence of courses in the GRCC certificate and degree program should be updated in order for the lower level course to have a lower numerical value. (**Faculty:** Szymon Machajewski and Kristen Roberts)

Year II:

Juvenile Studies: Criminal Background Checks fully instituted by fall 2012 (Summer 2012 – implementation specifically with Juvenile Services courses – CJ 140 Juvenile Delinquency and CJ 145 Juvenile Corrections); Improvement - Course sequencing completed (Prerequisite designations being developed) and now moving on to Program Mapping which will include the development of new courses; Capstones for Juvenile Services; Programs at Kent Career Technical Center and Ottawa County's Careerline received and will utilize our POS I information for the advising of current and future students seeking to continue their education at GRCC. (**Faculty:** Nikki Banks and Lynell Talbert)

Law Enforcement (Police Academy): A new writing rubric was designed in POS year 2 to better assess student writing. This new rubric will be used by all Police Academy instructors in all classes of the Police Academy. The goal is to have every instructor evaluating and assessing the students' written work report consistency and cohesiveness. (**Staff:** Jodi Richhart and **Faculty:** John Wittkowski)

Marketing/Management: Six courses were reviewed for continuity between English and Business English. There is very good continuity from BA 101 up through BA 201, and the Course Approval and Revision Process (CARP) documents will reflect that when updated to reflect current skills and outcomes in BA 201, and mostly minor, procedural/typographical recommended changes in the other courses. (**Faculty:** BethAnn Talsma, Ann Alexander, Anton Wishik, Kirk Helferich, Marlene Koewers, Jim Landon; **Staff:** Anne Meilof, Sarah Rose)

Next Steps:

- All Programs of Study will be reported out to Departments and Advisory Committees in 2012-2013.
- Programs of Study will be included in Academic Program Review for 2012-2013
- Each program will implement curricular changes and complete the sequence of courses template
- Student Achievement Recording Process (SARP) and articulation documents will be completed, processed and recorded; i.e., Web Design and HVAC
- Business (Marketing) will review course specific transfer agreements with four-year partners
- Convene team to demonstrate template and create final document that will be available to students
- Confer with Registrar's office to ensure Programs of Study is in compliance with catalog to determine correct timing for release of the new course sequence document
- GRCC faculty will, with assistance from Cathy Green, meet with appropriate high school faculty to discuss findings and determine future implications
- Programs for 2012 pending departmental approval may include Dental, Industrial Maintenance, Office Administration and HVAC (Year II)

Challenges:

- Data – access to consistent data on students aggregated to a departmental level
- Incorporating work into academic program review processes in a seamless manner
- Coordination with high school faculty
- Coordination with timing of catalog and publication of revised documents from Programs of Study
- Coordination with associate deans to assist with follow-up and next steps