

Board Monitoring Report

ACADEMIC ALIGNMENT



Ends Subcommittee Leader: Sandra Andrews

Date: December 2012

Ends Subcommittee Members: Erin Busscher, John Dersch, William Faber, Lorraine Fortuna, Laurie Foster, Wilfred Gooch, Fiona Hert, Diane Patrick, Paula Sullivan and Vince James

Part 1: Update on College Action Projects for ACADEMIC ALIGNMENT

CAP #	CAP Title	CAP Champion	CAP Purpose	CAP Status	2012 Accomplishments
Strategy 1.1: Provide a seamless transition to other institutions of higher education					
1.1.1	Strategy to increase the number of students who graduate.	Diane Patrick	The primary purpose of this project is to implement strategies to increase the number of graduates. Completion of this project will improve students' graduation rates and allow for seamless transfer to four-year institutions and work.	Ongoing - Revised	<ul style="list-style-type: none"> Implemented DegreeWorks (MyDegreePath). This advising tool will assist in informing students of their progress toward graduation. Piloted graduation email notification system to eligible students resulting in 38% of those students who were contacted filing for graduation. Developed and implemented the Reverse Transfer internal and external process. This includes: <ol style="list-style-type: none"> Development by GVSU and GRCC and implementation of the Reverse Transfer FERPA Compliant Transcript Release Form that is currently being used Statewide. Awarded over 60 additional Associate Degree so far. Currently working on new Reverse Transfer Partnerships initiative with Michigan State University and the University of Michigan.
1.1.2	Promote faculty leadership in academic advising.	William Faber and Paula Sullivan	The purpose of this project is to promote faculty involvement in academic advising by providing faculty with meaningful and accessible advising tools, and by assisting departments to develop effective plans.	Continuing	<ul style="list-style-type: none"> Collected best practices regarding departmental academic advising plans Analyzed data from faculty survey regarding quality and usefulness of currently available advising resources and distributed results to all faculty. Established a common definition of faculty academic advising Assessed the number of faculty evaluation plans that included academic advising

CAP #	CAP Title	CAP Champion	CAP Purpose	CAP Status	2012 Accomplishments
					<ul style="list-style-type: none"> • Worked in collaboration with CAP 1.1.1 to orient all School or Arts and Science and School of Workforce Development Program Directors and Department Heads to mydegreepath.org (approximately 85 faculty have been trained to date) • Developed guiding principles for a template to be used with existing departmental advising plans • Surveyed faculty to assess the quality and usefulness of currently available advising resources
1.1.3	Revise and create four-year articulation agreements for seamless transfer	Erin Busscher	The primary purpose of this project is to increase the number of transfer opportunities for students seeking seamless transitions from GRCC to their preferred four-year institutions.	Continuing	<ul style="list-style-type: none"> • Began renewal processes for all articulation agreements <ul style="list-style-type: none"> ○ 5 agreements continue in the renewal process ○ 11 agreements completed the renewal process • Created a comprehensive articulation agreements database • Developed Transfer and Articulation Processes • Increased communication with Counseling, Department Head/Program Directors, and Student Affairs staff • Signed 5 new articulation agreements in 2011-2012 academic year • Eleven articulation agreements in the development process • Five articulation agreements in pursuit • Created benefits rubric to gauge benefits of new agreements
Strategy 2: Integrate the K-12 – College Preparation Experience					
1.2.1	Programs of Study	Fiona Hert	The primary purpose of Programs of Study at GRCC is to create curriculum pathways to provide successful secondary to postsecondary education transitions for students.	Continuing	<ul style="list-style-type: none"> • Received grants totaling over \$50,000 for 2011-2012 for faculty and staff work in Program of Study areas • Completed nine Programs of Study and four Curriculum Alignment projects

At GRCC, the End of ACADEMIC ALIGNMENT commits to collaborate closely with other educational providers to provide a seamless transition across all educational sectors.

Four of the Strategic Plan's College Action Projects are designed specifically to achieve the End of ACADEMIC ALIGNMENT:

CAP 1.1.1 Strategy to Increase the Number of Students who Graduate

CAP 1.1.2 Promoting Faculty Involvement in Academic Advising

CAP 1.1.3 Creating and Revising Transfer Agreements

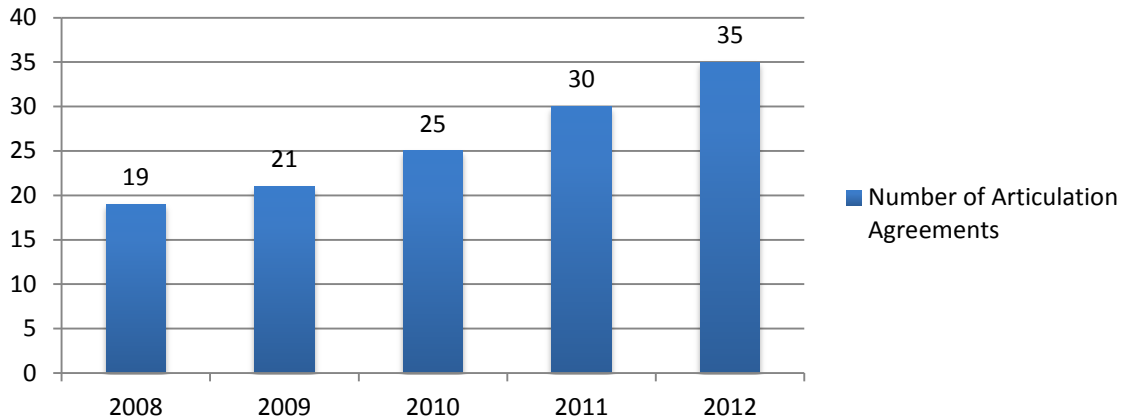
CAP 2.1.1 Programs of Study

The following Monitoring Report includes details on the College Action Projects that support Academic Alignment. Data on core indicators of Academic Alignment are also included.

The End of ACADEMIC ALIGNMENT College Action Projects embody GRCC Values of Excellence, Responsiveness and Accountability.

AA1: Number of articulation agreements with four-year institutions

Provided below are the number of articulation agreements between GRCC and four-year institutions. Our goal is to increase the number of agreements by 5% each year to improve the likelihood of a successful transfer experience for the student.



Source: Institutional Research and Planning/Student Records Office (Updated October, 2012)

- **Target: 5% growth per year in number of Articulation Agreements**
- **Trend: GREEN**
- **Benchmark: No benchmark available**

Key Findings:

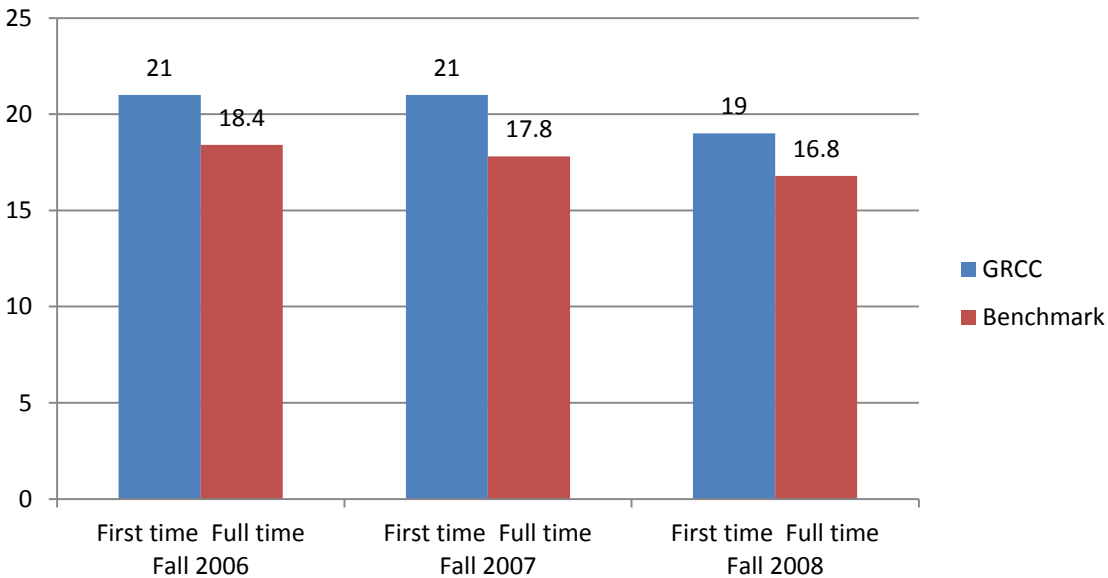
GRCC has met and surpassed its goal of 5% growth per year. In 2012, the number of articulation agreements increased by 17% compared to 2011 values. All established articulation agreements have been renewed or are near renewal completion. In 2012, five new agreements were completed, eleven are in process and three are being pursued.

Initiatives for Improvement:

- Define Transfer and Articulation as an institution
- Develop communication plans to educate GRCC community on transfer and articulation
- Obtain feedback on Transfer and Articulation processes from GRCC faculty and staff
- Market current articulation agreements to GRCC students
- Collaborate with four-year institutions to obtain data from recently transferred students
- Overhaul GRCC articulation website incorporating best practice and using input from the CAP 1.1.3 team, high school partners and four-year partners

AA2: Percent of students who successfully transfer to a four-year college/university

The following chart presents the number of documented transfers to four-year colleges and universities within three years of attending GRCC for the first time.



*Beginning in Fall 2008 includes vertical transfers only. Prior years include both vertical and lateral transfers. Source: Institutional Research and Planning/National Student Clearing House/National Community College Benchmarking Project (Updated August, 2012)

- **Target: 1% growth per year**
- **Trend: RED**
- **Benchmark:** National Student Clearing House/National Community College Benchmarking Project

Key Findings:

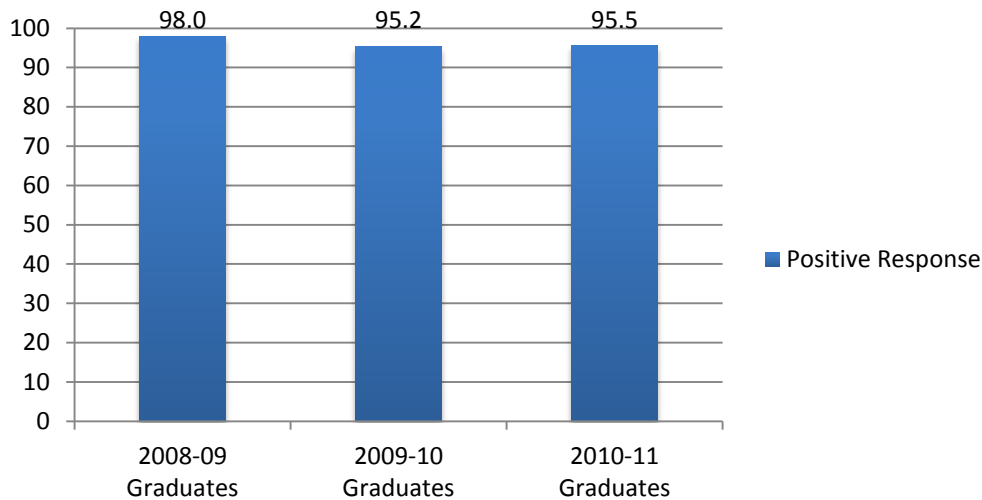
GRCC continues to perform above the national average according to the National Community College Benchmarking Project, however GRCC has not met its target to increase the number of students who successfully transfer to a four-year college or university by 1% each year. It is anticipated that newly implemented strategies will help in attaining our target.

Initiatives for Improvement:

- Code articulation agreements into MyDegreePath to assist students with course planning
- Improve communication with four-year institutions to improve curriculum alignment between GRCC and transfer institutions
- Continue to increase the number of articulation agreements four-year colleges and universities

AA3. Student satisfaction with GRCC preparation for transfer

On the Alumni survey, graduates who are currently continuing their education are asked “How well did GRCC prepare you to continue your education?” The data below report the percentage of students who gave positive responses.



Source: Institutional Research and Planning/Alumni Report (Updated, October 2012)

- **Target:** Remain at 95% or higher
- **Trend:** GREEN
- **Benchmark:** No benchmark available

Key Findings:

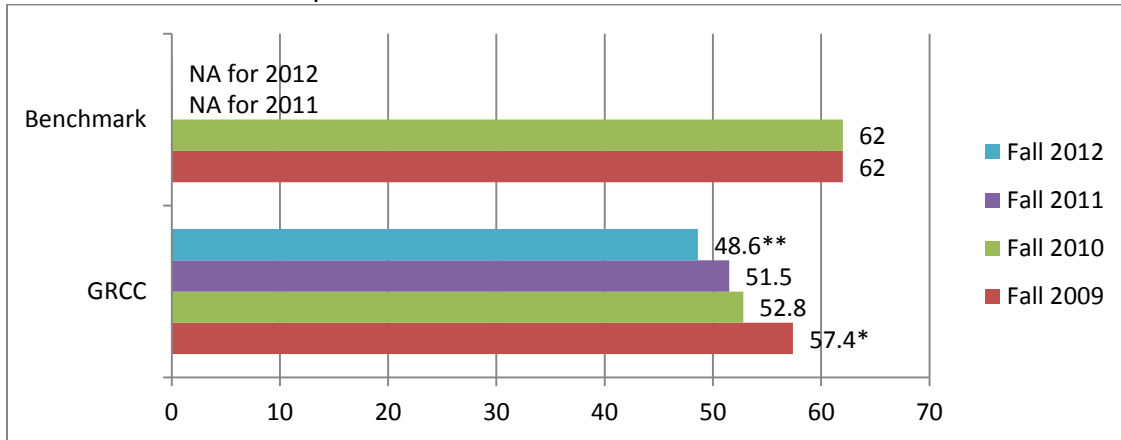
Over 95% of surveyed students indicate their preparation for transfer was adequate, more than adequate or exceptional. This finding supports the GRCC target to maintain 95% or higher student satisfaction with their preparedness for transfer.

Initiatives for Improvement:

- Market articulation agreements to GRCC faculty and students
- Distribute the advising survey results to the faculty and gather additional feedback.
- Define the scope of faculty advising, benchmarking other institutions with advising histories similar to GRCC
- Develop a department plan template for academic advising
- Develop training opportunities through the Center for Teaching Excellence as well as Learning Day sessions.

AA4: Incidence of Developmental Education

These data report the percentage of students who based on their placement test scores, test into at least one developmental course.



*Before 2009, Accuplacer testing was based on an ACT Composite cut score of 15 and below. In 2009, Accuplacer testing was based on ACT subscores of 17 or below in the subjects of English, Math, and Reading.

** Fall 2012 for GRCC is preliminary data as of October 22, 2012

Source: Institutional Research and Planning/State of MI Dashboard. (Updated: October, 2012, Next update: February, 2013)

- **Target:** Decrease by 1% per year
- **Trend:** GREEN
- **Benchmark:** State of Michigan

Key Findings:

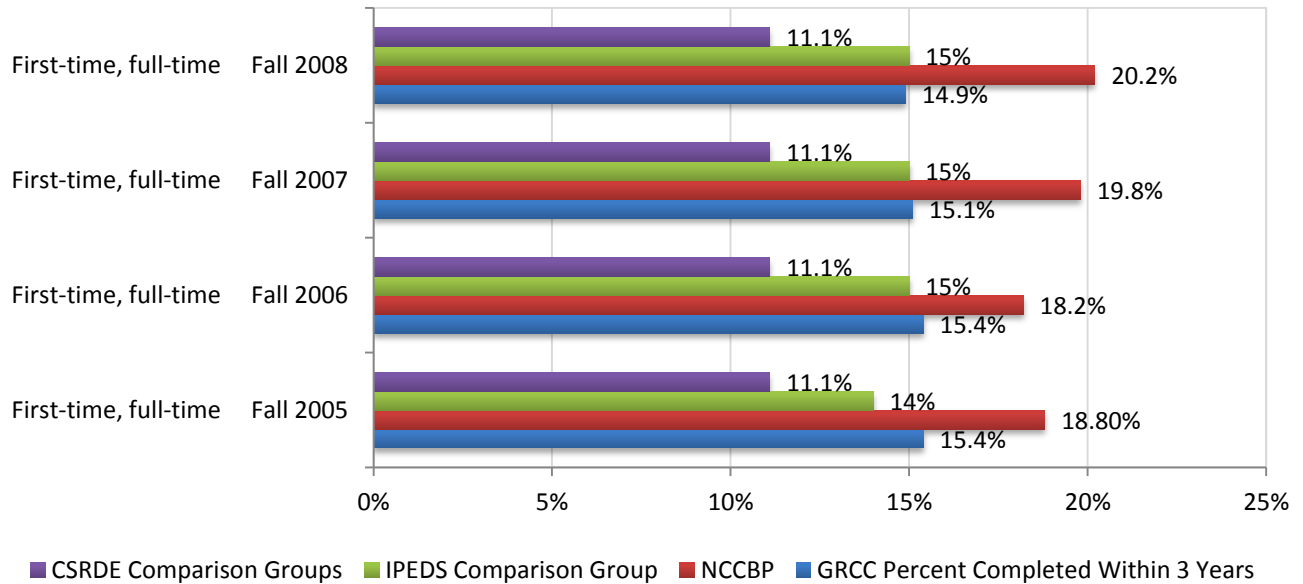
For Fall 2012 the percent of GRCC students testing into developmental education courses dropped by 2.9%. This drop may be attributed to the decrease in older returning students who enrolled in high numbers under the No Worker Left Behind grant. These displaced workers typically needed remediation upon entering.

Initiatives for Improvement:

- Academic Program Review 2012-13 will be informed by Programs of Study work to improve alignment with K-12 curriculum
- Programs of Study GRCC faculty will meet with high school faculty to discuss findings and determine future implications
- Implement curricular changes and complete the sequence of courses template
- Complete, process and record Student Achievement Recording Process (SARP) and articulation documents
- Continue advocacy for GRCC with KISD superintendents and their Boards to improve matriculation to GRCC

AA5 (proposed): Three-Year Graduation Rates for GRCC Students

These data represent the percentage of full-time GRCC students who graduated within three years of attending GRCC for the first time.



Source: Institutional Research and Planning (Updated: October, 2012)

- **Target:** Increase by .05% per year.
- **Trend:** **YELLOW**
- **Benchmark:** CSRDE, IPEDS, NCCBP

Key Findings:

GRCC was the first Community College in Michigan to develop a Reverse Transfer with four-year institutions. Implementation of the process has resulted in over 60 additional Associate Degree being awarded so far. Additionally, DegreeWorks (MyDegreePath), a new advising tool, was implemented. This tool will assist in informing students of their status toward graduation.

Initiatives for Improvement:

- Implement the General Education (MACRAO) Certificate
- Investigate, develop and implement a communication plan for the Reverse Transfer Initiative partnerships
- Develop new Reverse Transfer Partnership with MSU and U of M
- Improve graduation processes
- More fully implement MyDegreePath at GRCC