

## College Action Project Worksheet for NEW CAP Projects – October 2014

**CAP: 2.2.2: Benchmark and create processes to support the expansion and creation of career learning experiences integrated into curriculum and student experiences.**

**Champion: Amy Koning & Susan Lichtenburg**

1. Proposed CAP Team Members: Gayl Beals (Automotive JT), Mike Schavey (Experiential Learning), Bob Schultz (SICE), Julie Lacksheide (RT),
  2. Describe the **purpose** of this project including a description of the associated activities. (100 words or fewer)  
The purpose of this College Action Project is to benchmark and document the current processes by which varied career learning experiences exist throughout GRCC. These documents will provide roadmaps for faculty to develop new student learning experiences.
  3. Describe the **goals** of this Action Project (in 100 words or fewer)
    - Benchmark existing career learning experiences at GRCC. This will include, but not limited to: Apprenticeships, Internships, Co-ops, Clinical, Externships, Service Learning, Armen Awards, and Study Away. (September 2014 – May 2015)
    - Determine the internal and external processes by which each type of career learning experiences were developed. (September 2014– May 2015)
    - Determine any gaps in the existing processes. (September 2014 – May 2015)
    - Develop a faculty Career Learning Experiences guide and a company brochure (or possible app) that will enable both parties to have the conversations in the creation and expansion of career learning opportunities for students at GRCC. (September 2015 – March 2016)
    - Determine a communication plan for both internal and external audiences.
  4. What **measureable criteria** will be used to determine this project's success?
    - Centralized documentation of the existing career learning experiences at GRCC.
    - Documentation of internal and external processes to create career learning experiences.
    - Development of faculty Career Learning Experiences guide.
    - Development of outward facing company brochure (or app) interested in partnering with GRCC on such an experience.
  5. What **Indicators of Success** will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.
    - This CAP may have the capacity to indirectly support Indicator #1: Percent of GRCC career graduates who are employed in their fields of study.
  6. What **personnel resources** will be required to deliver the project successfully?
    - IRP: Enrollment data in various career learning experiences.
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- Experiential Learning: Enrollment data in service learning section, Armen Award & study away sections.
- Faculty/Staff: Rely on faculty/staff experiences to benchmark and start to create processes for the Career Learning Experiences guide.
- Graphics/Printing: Brochure for companies OR
- Computer Information Systems students for possible app

7. 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?
Supplies	Undetermined	<ul style="list-style-type: none"> <li>• Brochure/app for companies</li> <li>• Career Learning Experiences guide</li> </ul>	SLT?
Training			
Equipment/ Software			
Other			
TOTAL Cost Estimate			

8. Will this project require any **additional budget dollars** for the 2014-2015 academic year that have not already been secured?                      X NO

If yes, please describe briefly: The resulting Career Learning Experiences guide and company brochure will require graphic and printing costs.

9. Provide a 3-month work plan for this project:

Month	Activity	Person Responsible
July, 2014	First Team Meeting conducted via email Submit CAP worksheet (July 18)	Amy/Susan
August, 2014	NA	
September, 2014	Benchmark existing career learning experiences at	All Team Members

	GRCC	
October, 2014	In order to start benchmarking existing student learning experiences at GRCC,	
November, 2014	<ul style="list-style-type: none"> <li>• Amy will speak with Mike Kiss to document the Apprenticeship program.</li> <li>• Mike will gather the Study Away and Service Learning documentation.</li> <li>• Bob and Susan will work together in internships.</li> <li>• Gayl will document the Armen Awards.</li> <li>• Susan will document co-ops.</li> <li>• Julie will document clinicals.</li> </ul> <p>Documentation should consist of:</p> <ul style="list-style-type: none"> <li>• Definition/explanation of the student learning experience. Look through the lens of why would someone want to develop such an experience for students.</li> <li>• Department/Contact Person/Webpage</li> <li>• # of students (if possible, Amy can help with that also)</li> <li>• Any gaps or considerations that may be identified.</li> </ul>	
December, 2014	Determine how the assembled documentation will be compiled into the Career Learning Experiences Guide for faculty.	
January, 2015		
February, 2015	Determine how the assembled documentation will be compiled into a company brochure.	
March, 2015		
April, 2015	TBD from above work and faculty summer availability.	
May, 2015		
June, 2015		
July, 2015		