

Closing a College Action Project

Project Name: Transfer CAP 3.1.2
Date Closed: March 1, 2016
Project Leader: Lilly Anderson, SAS Associate Dean of Operations

In order to close a College Action Project you must provide a thoughtful response to the following three questions.

1. What is the primary reason for closing this project?

The stated goal for CAP 3.1.2 is: Develop a framework/infrastructure that will document the principles for which the high school partnerships will be established. Principles to be addressed:

- a. Process Map
- b. Marketing
- c. Departmental Process Documentation
- d. Memo of Understanding (MOU)
- e. Curriculum
- f. Data/Reporting

All identified CAP goals have been accomplished and are outlined in #2 below.

2. What aspects of this project would you categorize as successful? (Attach charts/tables which illustrate the extent to which your project goals were achieved).

CAP 3.1.2 focused attention on establishing an infrastructure for Concurrent Enrollment and Early/Middle College partnerships. Definitions for the various high school student types are as outlined below:

- **Dual Enrollment** - High school students participate in dual enrollment by attending at least one high school course and simultaneously attending a degree granting post-secondary institution at a GRCC location or online. (557 students in 2014-15)
- **Concurrent Enrollment** - High school students take college courses offered through a post-secondary institution that are taught at the high school during the high school day by college faculty. (350 students in 2014-15)
- **Early/Middle College** – Early/Middle college program is a five-year high school program designed to allow a student to earn a high school diploma and either an Associate’s Degree, up to 60 transferable college credits or college certificate at the same time. (126 students in 2014-15)

CAP Goals:

- a. Process Map – A process map for Concurrent Enrollment and Early/Middle College has been established (attached). The process map identifies the various touch points of the work for Concurrent Enrollment and/or Early/Middle College partnerships and guides the work from concept to student completion. Part of this CAP was also to raise internal and external awareness of our work with high schools so it was deemed necessary to display that work in this format. It also informed the roles and responsibilities of GRCC and the District that are identified in the Memo of Understanding (MOU) which is later discussed under CAP goals.
- b. Marketing – This goal was established to support the establishment of new partnerships with high schools. This market has become very competitive as more colleges and universities are vying for high school students through established partnerships. As a team we felt it was important to create professional marketing materials to support the dialogue with Superintendents and Principals to showcase what GRCC has to offer their respective districts and inform them of how Concurrent Enrollment and/or Early/Middle Colleges are structured and operate. We have created four GRCC View Book inserts for Dual Enrollment and Concurrent Enrollment, Early/Middle College, Courses and Tuition and Fees. We have also created letters that can be customized and inserted for Superintendents and Principals.
- c. Departmental Process Documentation – This goal was intended to expand institutional knowledge of how to internally manage concurrent enrollment and/or early/middle college processes. Fourteen (14) documents were developed that strategically outline steps for concurrent enrollment or early/middle college as it relates to learning environments assessment course approval/set-up, student recruitment/selection process, student records, cashiers, enrollment, orientation and bookstore. These documents are currently being utilized by the Academic Deans' Offices as well as Academic Outreach. The Academic Outreach office will maintain and create any additional documentation moving forward.
- d. Memo of Understanding (MOU) – In order to formalize our post-secondary Concurrent Enrollment partnerships, a Memo of Understanding was created. This MOU outlines expectations, roles, responsibilities and time lines for the partnership. This MOU has been reviewed and approved by GRCC's General Counsel and will be instituted for all Concurrent Enrollment partnerships in Fall 2016. A MOU is already in existence and will continue to be utilized for all Early/Middle College partnerships.
- e. Curriculum goal is showcased in table format under item b. and c. below.
- f. Data/Reporting goal is explained in item d. and e. below.

CAP Measurable Criteria:

a. Increased Partnerships:

Academic Year	# of Partnerships
2013-14	5
2014-15	11
2015-16	19

b. Increased # of Offerings:

Academic Year	# of Offerings	By School
Fall 2014	28	20 SAS, 0 SWD, 8 SSR
Fall 2015	33	23 SAS, 1 SWD, 9 SSR
Winter 2015	26	20 SAS, 4 SWD, 1 SSR
Winter 2016	41	38 SAS, 3 SWD, 0 SSR

c. Expand Course Offerings

Academic Year	# of New Course Offerings	School
2009/10	1	SAS - 1
2012/13	4	SAS - 2 SSR - 1 WFD - 1
2015/16	17	SAS - 15 WFD - 2

SAS –Arts & Sciences

SSR – Student Success and Retention

WFD – Workforce Development

d. Increased Early College Persistence Rates from High School – Reports have been established for institutional and State reporting to identify success data for students who took concurrent enrollment courses in their high school and continued their education at GRCC post high school graduation.

- e. Increased Middle College Completion Rates – Reports have been established for institutional and State reporting to identify completion data for Early/Middle College Programs. This data will be used to assess the Cohort 1 of the Wyoming Middle College upon their completion of the program post Winter 2016 semester.

3. What aspects of this project would you categorize as less than successful?

The goals and measurable criteria of CAP 3.1.2 were all met. The processes and guidelines established through this CAP are now institutionalized and will be carried forward through the Academic Outreach Office.