

Academic Alignment

CAP Updates

November 15, 2012 meeting minutes

Present: Sandy Andrews, John Dersch, Laurie Foster, Diane Patrick and Paula Sullivan

Sandy shared print copies (draft 4) of the Academic Alignment Ends Monitoring Report, its Executive Summary and Power point presentation. These drafts had been updated since Sandy's presentation to Cabinet three days earlier, November 13th. The Team was asked to review all documents. CAP champions were asked to scrutinize their areas for additions, deletions, typos, etc.

John Dersch noted that the x axis dates (timelines) for all Indicator graphs were listed in decreasing rather than increasing order from (0, 0). Donna was consulted and she indicated that this change could be made. Diane expressed concern regarding CAP 1.1.1 as it is a revised CAP and the documents' listed *Highlights* and *Key Finding* may need to be updated to more accurately reflect the current CAP's purpose. Paula indicated that she and Bill would review CAP 1.1.2 materials and send updates as needed. Regarding the other CAPs, CAP 1.1.3: Erin and Sandy met earlier in the week and finalized the documents; CAP 1.2.1: Fiona indicated by e-mail that she would share her input on Monday, November 19th.

The time and date for the next Cabinet presentation, Tuesday, November 20th, 8:30 a.m. and our End's Board presentation, Monday, December 10th, 4:15 p.m. were reviewed. The Team was invited to attend; the present CAP champions indicated they would be there to address questions that may arise.

Sandy indicated she would update and resend the documents for Team review over the weekend and request feedback by Monday, November 19th. Final edits would be made prior to the Tuesday Cabinet meeting.

Sandy thanked the Team for its work and reminded members of the upcoming, short, turnaround times to meet Cabinet and BOT meeting deadlines.

Minutes provided by Sandy Andrews.

Donna Kragt - Notes from Access Meeting

From: John Cowles
To: Donna Kragt
Date: 11/16/2012 11:33 AM
Subject: Notes from Access Meeting
CC: Cindy Martin; Tracy Payne

Notes from Access Meeting on 11/16/12

Present: Misty, Eric W., Aleta, Eric K, Ken, Torrey (student rep), Kellie, Mugi, John

Eric Williams presented information on the ATD initiatives for students most at-risk and updated the group that Michigan's Proposition 2 has been overturned by the Federal Appeals Court. The Mentoring/Leadership program is also working with the Fast Track program.

The students in the Leadership program are being tracked and followed up by the Success Coaches. Right now they have about 18 students.

Eric reported to the group the feedback and questions from the Board on the Access Report.

Individual CAP and DAP work will continue.



Community Outreach

1. Need a follow up meeting to discuss next CAP (Student Engagement)
 - a. Update about chair discussion with Julie Parks and Luann Wedge regarding this work by their departments.
 - b. Need to determine if this work is already a Departmental Action Project
2. Committee discussion lends to there being student benefit in the area of job shadows and/or internships regarding companies doing work in capital projects.
 - a. This could possibly be done by expanding the work being done in Training Solutions or Student Employment as opposed to being an additional CAP



GRCC Experience Subcommittee Agenda – 11/16/12

Present: Sara Dorer, Tom Smith, Becky Yoder (as Vicki Janowiak), Terri Burt, Luanne Wedge (guest), Felix Pereiro, Lisa Freiburger, Becky Whitman

Regrets: Eric Mullen, Moss Ingram, Chaka White

1. Follow Up & Questions From Last Meeting
 - a. Talked quite a bit about how to build evaluation for the student employment experience last time, so Lisa met with Cathy Wilson and Luanne Wedge to get involved and Luanne Wedge joined us to ask questions around the goal.
2. ePortfolio System Update
 - a. We have a new team created to work on this CAP and they are meeting before the end of the semester.
3. Monitoring Activities
 - a. Percentage of Degree Seeking Students Involved in Student Organizations, Athletics & Service Learning Programs (1st Success Indicator) – nothing to report
 - b. Percentage of Courses that have a Co-curricular Designation (2nd Success Indicator) – Eric is still in process of connecting with Patti Trepkowski on how to track this better
 - c. Student Employment Office's assessment of student employees' learning as a result of employment on campus – Special Guest, Luanne Wedge
 - i. Her understanding is that we need to measure employability, citizenship, and leadership.
 1. Employability – would these be standard for each job description or different for each job? We discussed the need to help develop/measure soft skills. (Brainstorm of soft skills – what do we hope student employees gain? Being on time, communication skills, customer service, ability to accept criticism, trainability, interaction with people, professionalism
 2. Is this something we would want students to self-evaluate? Is it pre/post? Luanne has put something on her listserve to give her a place to start.
 - a. Supervisors are currently doing an evaluation – could enhance that process to meet this need
 - b. Likely need to add a student per/post in regards to position as well
 3. Terri Burt mentioned "FIT" is being used in workforce development to make sure they are developing good work skills –

not as content competency, but basic employability skills – an assessment tool. Looking at it online, it looks like a helpful starting place. Luanne will connect with George Waite, since they are already using it. (It is a tool through ACT.)

4. Luanne plans to develop an employability skills training – tried to offer it as a class, but didn't enough enrollment – so hopes to take those tools and turn them into work shops
5. Luanne also plans to talk to Mike Schavey to look at a tool they are using around citizenship.
6. Discussed need to train supervisors around our expectations, these goals of learning, and make sure they are prepared to help reach this end.

4. Other Items

Student Success Ends Meeting

11/16/12

Present: Ric Underhile, Art Johnson, Tim Koets, Patti Trepkowski, Katie Daniels, Kevin O'Halla, Janice Balyeat, Lynnae Selberg, Fatima Nieves, Jianchu Chen, Mike Light

- I. Donna Kragt asked us to review the CCSSE data to determine what areas within those survey results could be linked to CAPs.
 - We are up for next Board monitoring report- March 2013, so come to prior Cabinet meeting to hear what is discussed. Think through what we want to do for year three.
 - Discussion about how to approach this assignment. We reviewed the Strategic Plan and identified which CAPs related directly or indirectly to the CCSSE data. Below it will denote if they are directly, indirectly or not related to the CAPs.

1.0 Academic Alignment: GRCC collaborates closely with other educational providers to provide a seamless transition across all educational sectors

Strategy 1.1: Provide a seamless transition to other institutions of higher education

- 1.1.1 Implement strategies to increase the number of students who graduate -**Directly**
- 1.1.2 Promote faculty leadership in academic advising -**Directly**
- 1.1.3 Create and revise agreements between GRCC and 4-year colleges/universities for students seeking to transfer -**Directly**

Strategy 1.2: Integrate the K-12 – College Preparation Experience

- 1.2.1 Continue and complete the Programs of Study initiative to map curriculum between high school and college in all academic areas- **Not Related**

2.0 Access: GRCC minimizes the barriers of time, place, cost, and educational preparation levels to that all members of the community have an opportunity to participate in college programs

Strategy 2.1: Implement strategic initiatives to reduce barriers that students encounter when attending college.

- 2.1.1 Implement the College Success Program to increase the persistence, completion, and transfer rates of developmental students (AQIP Project) -**Directly**
- 2.1.2 Implement Achieving the Dream initiatives to increase the persistence, completion, and transfer rates of at-risk students. -**Directly**
- 2.1.3 Creating an accessible campus for all -**Directly**

Strategy 2.2: Increase flexible educational options.

- 2.2.1 Expand the distance learning program (*Moved to Department Action Project status*) -**Directly**
- 2.2.2 ABO Leadership Program: Retention initiative for most the most challenged students-**Directly**

3.0 Community Outreach: GRCC enriches the community through educational and civic programming and partnerships

Strategy 3.1: Collaborate with community organizations and employers to expand programs and services that benefit the community at large and strengthen GRCC's identity throughout the service region.

- 3.1.1 Promote the various educational, arts, and cultural activities GRCC makes available for the community at large. (*Moved to Department Action Project status*) -**Directly**
- 3.1.2 Expand cultural learning experiences that strengthen and equip our changing community. (*Moved to Department Action Project status*) -**Directly**

3.1.3 2012 Bond Issue Community Outreach and Student Engagement- **Not Related**

4.0 GRCC Experience: GRCC provides students with co-curricular experiences that help them develop their citizenship skills

Strategy 4.1: Enable students to articulate their achievements, skills, and co-curricular experiences

4.1.1 Implement a student portfolio system throughout the campus to track co-curricular and service learning activities - **Indirect**

5.0 Student Success: GRCC students will achieve their educational goals.

Strategy 5.1: Improve students support services that promote success in their academic, community and personal lives.

5.1.1 Mandate the student success course (CLS100) for all first time, degree seeking students, PY097 for developmental students. -**Directly**

5.1.2 Integrate the Starfish Early Alert program into all GRCC programs and courses -**Directly**

5.1.3 Expand the Integrated Tutorial Support (ITS) program (*Moved to Department Action Project status*) -**Directly**

5.1.4 Strengthen the infrastructure of distance-delivered education to promote student success -**Directly**

Strategy 5.2: Acquire highly-qualified, diverse faculty and continue to provide opportunities for professional development

5.2.1 Strengthen the recruitment and hiring process so to attract highly qualified, highly diverse full-time and adjunct faculty -**Directly**

5.2.2 Improve the adjunct faculty experience (AQIP project) -**Directly**

5.2.3 Strengthen faculty professional development programs and processes (*Moved to Department Action Project status*) -**Directly**

Strategy 5.3: Create, revise, monitor and assess curriculum and learning

5.3.1 Implement Reading Apprenticeship (AtD project) *Moved to Access as part of CAP 2.1.2*

5.3.2 Develop a new model for program review which includes the assessment of program learning outcomes. - **Indirect**

5.3.3 Establish an assessment and reporting process for institutional learning outcomes (ILOs) - **Indirect**

5.3.4 Promote data based decision-making including the implementation of a data warehouse - **Indirect**

6.0 Workforce Development: GRCC students are prepared to secure employment in all sectors of the economy.

Strategy 6.1: Develop new collaborations with community business leaders to ensure workforce programming is relevant to current market and economic conditions

6.1.1 Expand learning options to increase transfer, persistence, and completion through faculty and staff learning experiences with area employers - **Indirect**

Strategy 6.2: Provide increased transfer and employment opportunities for GRCC students

6.2.1 Develop a college-wide Career Pathways system (AQIP project) -**Directly**

6.2.2 Develop new certificate programs that meet industry needs- **Not Related**

II. Recap:

- Our only task is to recap all the CAP reports into the Ends report

III. CAP Note

- Need to get the CAP monitoring report in a Universal Design format

Grand Rapids Community College/Strategic Leadership Team
Strategic End: WORKFORCE DEVELOPMENT

At Grand Rapids Community College (GRCC) the End of Workforce Development commits to prepare students to secure employment in all sectors of the economy.

Workforce Development Meeting Notes for November 16, 2012

Team Attendees: Tina Hoxie, Sammye Zollman, Rick Verburg, George Waite, Nikki Banks, Karen Walker, Amy Koning.

Team members not able to participate: Fiona Hert, Julie Parks, Dan Clark, Kurt Meinders

- Amy & Tina provided updates on their CAP projects (6.1.1 & 6.2.1) for the team. These projects are on track with the anticipation that they will be complete by June 30, 2013. We discussed that some version of them will live on as department projects.
- Donna confirmed for us that Julie Parks had talked to her about CAP 6.2.2. Julie & Fiona will make a final recommendation to our team, if they want to pursue the elimination of this CAP or move it to a department level project. George will follow-up with Julie on this action.
- Our three CAP champions will copy us on their update reports.
- Our next meeting is in January, 2013 and will need to start preparing for our April presentation to the board at that time. We will use our SLT monthly meetings to prepare for our April, 2013 Board report.

Future Agenda Topics

- 5 minutes - Review of Workforce CAPs (Amy, Julie & Tina)
 - Please send an electronic summary to our SLT team before each meeting
- Review the April, 2012 Executive Summary. What was committed to the board?
- Do we want to recommend redirecting or altering CAP 6.2.2?
- Discuss Indicator of Success #1 - - *(Percentage of GRCC career graduates who are continuing their education or employed in their field of study).*
 - What 2012-13 CAPs will move this indicator to the level we need?
 - Do we need to propose a new CAP to move this indicator?
 - Do we need to rewrite this indicator?

- Compare our indicator success 2010-11 data that was reported in April with our 2011-12 data that we should have by January. (Fiona)
 - Are we improving or declining?
 - What action should we take as a result of this review?