College Action Project Update Form  
Grand Rapids Community College

**Update Date:** January 10, 2012  
**CAP#:** 5.1.1  
**CAP Title:** Make CLS 100 (Introduction to College) Mandatory for All New Degree Seeking Students  
**Champion:** John Cowles  
**Project Purpose:** The purpose of this project is to make CLS 100 mandatory for new, degree seeking students. Students who take CLS 100 have a higher fall to winter and fall to fall retention rate than new students who do not take CLS 100 (Fall 09 to Winter 10: 85% CLS 100, 80% non-CLS100; Fall 08 to Fall 09: 56% CLS100, 54% non-CLS100). Activities would include: increase pool of available faculty to teach CLS 100 and implement registration automation so that all new students are made aware of the need to enroll in CLS 100 (or PY 097 if two or more developmental placements).

1. **Describe recent accomplishments and the current status of activities related to this project.**  
   (Include an updated copy of the Project Worksheet and Timeline along with a narrative discussion of progress.)

   Since convening the CAP 5.1.1 team in September, 2011 several accomplishments are noted:
   - Sent committee member to FYE for the Community College Conference
   - Benchmark institutions with successful programs [Cincinnati State Technical and Community College]
   - Draft policy statement
   - Review of enrollment data to project sections needed

   The draft policy statement reads:
   - All new GRCC students who are enrolled in a degree/certificate seeking program are required to complete a college success course, either PY 097 (Strategies for College & Life Success) or CLS 100 (Introduction to College: New Student Experience) within the first two semesters of enrollment. Students who have already successfully completed 18 or more credits of post-high school, college-level courses at another institution of higher education are exempt from this requirement.

   The team continues to work on the following activities:
   - Benchmarking successful programs-ongoing
   - Revising the draft policy statement
   - Preparing to involve AGC in approving mandatory FYE
   - Set up in PeopleSoft
   - Preparing budget requests for 2012-2013
   - Creating multiple training paths for CLS 100 faculty
   - Connecting a portfolio requirement to CLS 100 utilizing existing technology
   - Expansion of follow-up surveys for students one semester and one year out of the class

2. **Describe the team involved in implementing this project.**

   The team involved in the implementation of this project includes:
3. To what extent have the measurable criteria for this project been met? (Prepare a table)

This project will not be fully implemented until Fall 2013. As such, the project has the following measurable criteria:

<table>
<thead>
<tr>
<th>Students enrolled in CLS 100</th>
<th>Date Available</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall to Winter retention rate is 85% or higher</td>
<td>January 2014</td>
<td>Current-82.8% for CLS 100 79.9% for all new FTIACs</td>
</tr>
<tr>
<td>Fall to Fall retention rate is 60% or higher</td>
<td>September 2014</td>
<td>Current-49.7% for CLS 100 48.3% for all new FTIACs</td>
</tr>
<tr>
<td>CLS 100 sections running at 90% or higher capacity (min 23 students per section)</td>
<td>September 2013</td>
<td>Current Winter 2012 as of 1/10/12-100% full</td>
</tr>
<tr>
<td>70% or more of students report they have a clear academic plan at the end of the course</td>
<td>January 2014</td>
<td></td>
</tr>
<tr>
<td>70% or more of students report they made an early connection to GRCC as a result of the course</td>
<td>January 2014</td>
<td></td>
</tr>
</tbody>
</table>

4. Describe the planned next steps for this project.

The next steps for this project include:
- Revision of proposed mandatory policy
- Presentation to AGC for approval
- Continue data collection on CLS 100
- Revise faculty training program
- Develop waiver/substitution procedure for students who fail CLS 100
5. What challenges, if any, are you facing in regards to this CAP project?

The biggest challenge with this project is the required staffing to make it work. In terms of the number of sections that may be required, the following table illustrates the magnitude of this effort:

<table>
<thead>
<tr>
<th>Semester</th>
<th>CLS 100 Sections</th>
<th>PY 097 Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>138</td>
<td>73</td>
</tr>
<tr>
<td>Winter</td>
<td>51</td>
<td>37</td>
</tr>
<tr>
<td>Summer</td>
<td>25</td>
<td>12</td>
</tr>
</tbody>
</table>

Assumptions:
- Students enroll in the course their 1st semester
- FTIAC data based on Fall 11, Summer 11, Winter 11
- PY097 enrolls 22, CLS100 enrolls 25
- PY097 data is for 1 or more AFP courses