

*Grand Rapids Community College Board of Trustees Monitoring Report*  
**Strategic End: STUDENT SUCCESS**  
*Executive Summary – March 2014*

Prepared by David Anderson, Katie Daniels, Donna Kragt, Michael Passer, Lynnae Selberg, Patti Trepkowski, Ric Underhile, & Cathy Wilson

At Grand Rapids Community College, the Student Success End states that “**Students will achieve their educational goals.**” Seven College Action Projects (CAPs) contributed to the Student Success End in 2013. The current status of each of the indicators of success is presented in Part 1 below. Part 2 provides a progress report for each College Action Project. Data for a proposed new indicator for Student Success is presented in Part 3.

**Part 1: Progress on Student Success Indicators**

**5.0 Student Success**

**GRCC students will achieve their educational goals.**



Indicator of Success	Current Year	Prior Year	Benchmark	Trend
1. Students achieve their goals for attending GRCC (as measured on alumni surveys).	99%	98%	95%	
2. Successful completion or transfer – Percent of students successfully completing a degree or certificate, or transferring after six years. (Michigan metric).	43.2%	38.9%	49%	
3. Completion (150% graduation rate) for first time, full time students.	15.1%	15.4%	20.2%	
4. Retention rate (fall to fall for first time, degree seeking students).	56.8%	54.9%	53.1%	
5. Persistence rate (fall to next term, part and full time (NCCBP retention definition). (Michigan metric).	73.2%	74.5%	73%	
6. Course success rates (% of grades A – C).	74.3%	71.9%	73.4%	
7. Student engagement benchmarks (active and collaborative learning, student effort, academic challenge, student-faculty interactions, and support for learners (from CCSSE).	46.1	47.1	50	
8. Entering student benchmarks of effective practice (early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, academic and social support network) (from SENSE).	47.1	45.1	48.6	
9. GRCC faculty/staff mirrors the student body in terms of minority representation.	Min. staff 20.5% Min. students 24.4%	Min. staff 19.5% Min. students 24.1%	NA	
10. GRCC remains fully accredited by the Higher Learning Commission of the North Central Association; individual programs remain accredited by their corresponding accrediting agencies where applicable.	Accredited until 2014-2015			
11. Student performance at transfer colleges (average GPA).	2.97	2.93	2.91	

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## Part 2: Progress on Student Success College Action Projects

CAP #	CAP Title	CAP Champion	CAP Purpose	2013 Accomplishments
CAP 5.1.1	<b>Increase Student Persistence by Making CLS 100 (Introduction to College) Mandatory</b>	Casey Cornelius	Mandate CLS 100 for new, degree-seeking students; Adopt policy on mandatory first-year experience; increase the pool of faculty available to teach CLS 100; implement registration automation so that all new students are made aware of the need to enroll in CLS 100 (or PY097 if the place into two or more developmental education courses).	<ul style="list-style-type: none"> <li>• A common text has been chosen.</li> <li>• A dedicated Blackboard site has been populated with teaching and learning resources.</li> <li>• A common syllabus that adheres to the College’s minimum requirements for standard syllabi has been developed. It is also ADA compliant.</li> <li>• Common assignments have been created to help students gain important personal and social skills (e.g., financial literacy).</li> <li>• CLS 100 has been mandated of newly admitted students with less than a 3.0 high school GPA beginning in Winter 2014.</li> <li>• Compared to last Winter, we have experienced an enrollment increase of 78%.</li> <li>• We have actively recruited new faculty members for the pending surge of sections that we anticipate for Fall 2014 and beyond.</li> <li>• Finally, the appropriate service indicators for PeopleSoft have been developed and deployed.</li> </ul>
CAP 5.1.2	<b>Integrating the Early Alert System towards Increased Student Persistence and Completion</b>	Lynnae Selberg	Increase the implementation and utilization of the Starfish Early Alert electronic tool for all courses and programs by both faculty and advisors. Activities include: communication to faculty and programs about the program, counseling interventions, early intervention with students, data collections, analysis of data, connections with resources and follow up as necessary.	<ul style="list-style-type: none"> <li>• We have hired a full time Retention Coordinator that has taken the lead with the Early Alert System. He has worked to increase the response rates of the system.</li> <li>• We have also purchased a new system that we will implement by 5/1/14. This new system is integrated with the Counseling &amp; Advising system to allow for more collaborative work with our students. It will provide faculty with a more user friendly front facing system as well as help counselor/advisors stay more connected with at risk students.</li> </ul>
CAP 5.1.4	<b>Strengthen the Infrastructure of Distance-Delivered Education to Promote Student Success</b>	Patti Trepkowski	Respond to recommendations made by the Higher Learning Commission that improve the teaching and learning experiences of faculty who develop and teach hybrid and online courses and the students who enroll in them. Additionally, create comprehensive online support services equitable with those services provided in face-to-face modalities.	<ul style="list-style-type: none"> <li>• Working collaboratively with IT, HELP Desk Hours have been greatly expanded.</li> <li>• An online tool was piloted for verifying identities of students completing online graded assignments.</li> <li>• We piloted a strategy for creating master courses that will bring greater consistency across online courses, thereby providing more structure for students enrolled in those courses. We are now revising the process based on the learning from the pilot.</li> <li>• The Center for Teaching Excellence, Distance Learning &amp; Instructional Technologies, and the Academic Tutoring Labs have collaborated so that students will now have a centralized service to provide them support.</li> <li>• The Online / Hybrid Certification Course (OHCC) was revised in AY 2012 – 2013 to add more content and skill-building in copyright compliance and adherence to principles of universal design.</li> </ul>

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CAP 5.2.1	<b>Strengthen the Recruitment and Hiring Processes So To Attract Highly Qualified, Highly Diverse Full-time and Adjunct Faculty</b>	Cathy Wilson		<ul style="list-style-type: none"> <li>• Current percentage of minorities in our workforce is 20.6%. We continue to increase this indicator and are within our target of 5% of our minority student enrollment. Note: Fall 2013 enrollment report indicates minority students represent 24.5% of student population.</li> <li>• Continued success with our adjunct recruitment events that we hold each semester. We are reaching out and diversifying our adjunct applicant pool.</li> <li>• Focus for Winter 2014 is on retention.</li> <li>• Update on our screening committee training...we have 220 employees who have completed this training since we implemented in May 2013. This training is required for screening committee members.</li> </ul>
CAP 5.3.2	<b>Develop and Implement a New Model of Program Review Based on Program Learning</b>	Patti Trepkowski	Focus on creating thoughtful, cogent processes for assessing students' achievement of program learning outcomes.	<ul style="list-style-type: none"> <li>• Fifty academic and student services programs have completed the Program Review process to date.</li> <li>• Twenty-four programs are currently engaged in the Program Review process.</li> <li>• The GRCC Curriculum Model was developed and approved.</li> <li>• Program Review has been aligned with the GRCC Curriculum Model so that the structure of the review corresponds with the various types of programs offered at the college.</li> <li>• The Program of Study work has been embedded into the Program Review processes.</li> <li>• Faculty resource guides were developed in alignment with the GRCC Curriculum Model for each of the various types of programs.</li> <li>• A summary of the Program Student Learning outcomes assessment was created that reflects the progress to date.</li> <li>• Department Heads/Program Directors completed a reflective evaluation about their progress to date in assessment of Program Student Learning Outcomes.</li> <li>• Faculty who completed Program Review in 2012 – 2013 shared their learning with this year's faculty completing Program Review during the Program Review launch sessions hosted by the Dean and the Curriculum Specialist. Program review data from the 2011 – 2012 and 2012-2013 reviews was entered into the newly purchased WEAVEonline</li> </ul>
CAP 5.3.3	<b>Establish an Assessment and Reporting Process for the Institutional Learning Outcomes (ILOs)</b>	Katie Daniels	Develop institutional processes that allow GRCC to systematically assess and track student master of the ILOs. Data and information gained from the assessment process will be used strategically to improve curricular and co-curricular activities for students, with the goal of increasing student attainment of the competencies embedded in the ILOs.	<ul style="list-style-type: none"> <li>• The Institutional Learning Outcomes (ILOs) competencies have been identified.</li> <li>• Program Student Learning Outcomes and their association to the Institutional Learning Outcomes as well as documentation of assessment work is currently being added to WEAVEonline.</li> <li>• The General Education Distribution was recently approved by the Academic Governing Council.</li> <li>• The implementation process for Curriculog has begun</li> </ul>
CAP	<b>Promote Data-</b>	David	The data warehouse will be a collection of	<ul style="list-style-type: none"> <li>• Trained over fifty faculty and staff in the Fall on reports from two reporting tools,</li> </ul>

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5.3.4	<b>Based Decision-Making While Implementing a Data Warehouse</b>	Anderson	transactional data gathered and organized so that it can be easily analyzed, extracted, synthesized, and otherwise used for the purposes of further understanding the data and enhancing decision-making processes.	Reporting Services and Pyramid. <ul style="list-style-type: none"> <li>• We use some PeopleSoft fields in ways different than other institutions, which has made data validation take longer.</li> <li>• The validation process is bringing to light data discrepancies that have historically not negatively affected operation but do need to be cleaned up as we implement the warehouse.</li> <li>• Financial Aid data warehouse training has been completed and data are being populated from production.</li> <li>• Financials orientation is scheduled for February 27th through 29th.</li> <li>• Department Head, Program Director, and ESP trainings have been scheduled for mid-March.</li> <li>• Drop-in sessions have been and continue to be conducted to provide training to the widest possible audience.</li> <li>• Completed upgrade of the data warehouse to version 4.1.</li> <li>• Pyramid has been installed on machines belonging to the core team and lead users.</li> </ul>
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**Part 3: Proposed new indicator for Student Success**

**Table: 8-Year Transfer Rate**

	Number	Percent
2005-2006 Headcount (unduplicated)	21,021	100%
Documented transfer to another college between 2005-2006 and 2012-2013	10281	49%
Documented degrees awarded by transfer institution to former GRCC students between 2005-2006 and 2012-2013	5042	24%

**Findings:**

- Just under 50% of those attending GRCC in 2005-06 subsequently attended another college or university at some point within the next 8 years.
- 1 in 4 of those who attended in 2005-06 went on to earn a credential at another college or university.