Strategic Goal #1: Teaching & Learning

The College develops curriculum and curriculum delivery, and supports instruction that measurably improves student learning.

Grand Rapids Community College
Board of Trustees
October 21, 2019

Teaching & Learning

College Action Project 1.1
Schedule and Program Optimization

College Action Project 1.2
Strengthen Our Systems for the Assessment of General Education

College Action Project 1.3
Expand and Improve Outcomes in Online Learning

Highlights in 2019-20

CAP 1.1: *Schedule and Program Optimization*

✓ Project Goals
- Better understand student scheduling needs to improve our schedule of offerings
- Review regional economic and workforce needs to drive program optimization and identify new program markets

✓ Current Activity
- Developed new data sets to better understand student demand for course offerings and times
- Conducting feasibility analysis to offer new course formats in 2020-21

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Highlights in 2019-20

CAP 1.2: *Strengthen Our Systems for the Assessment of General Education*

✓ Project Goals
- Complete third year of assessment plan
- Continue with Higher Learning Commission Assessment Academy
- Coordinate new faculty professional development opportunities

✓ Current Activity
- Engage faculty in state, national best practices
- Attend national assessment conference
- Review general education program

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Highlights in 2019-20

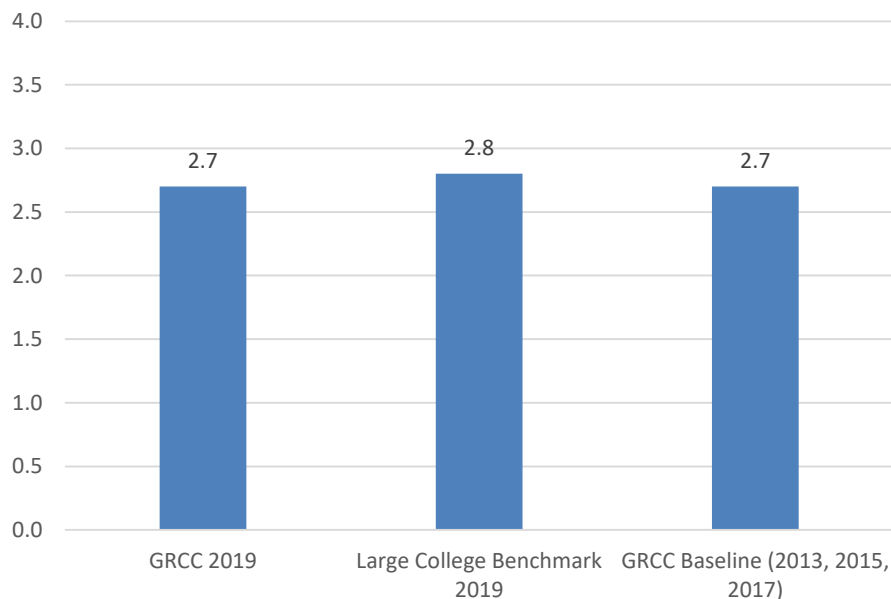**CAP 1.3:** *Expand and Improve Outcomes in Online Learning*

✓ Project Goals
- Improve Distance Learning (DL) student-support systems
- Improve overall DL student experience
- Decrease DL attrition and increase success rates

✓ Current Activity
- Develop an online course review process
- Sponsor faculty professional development focusing on online course quality assurance
- Align GRCC DL standards, policies, and forms with current research in the field

Indicators of Success

Indicator 1: *Student satisfaction with curriculum and curriculum delivery*

Indicator: Mean of student responses to selected items related to curriculum and curriculum delivery on the Community College Survey of Student Engagement (CCSSE). This chart shows responses to academic challenge items on a 4 point scale.

Sources: IRP, CCSSE

Status: 2021 Target: 2.8, Normal range: 2.7-2.8, Action required: Less than 2.7.
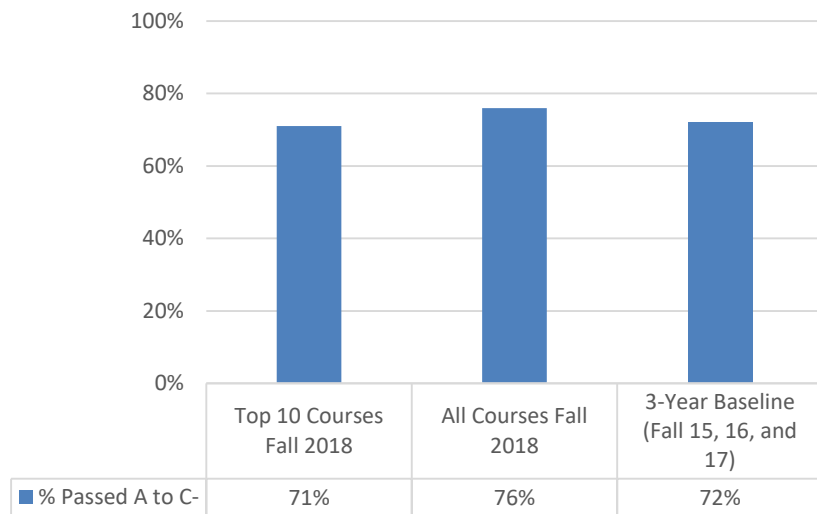
Next Update: Fall 2020

Analysis: Overall, results related to student perceptions of curriculum and curriculum delivery are remaining constant when compared to GRCC baseline data. The highest ratings are given by African American students and female students. The lowest ratings are given by male students.

Indicators of Success

Indicator 2: *Course success rates for selected gateway courses*

	Top 10 Courses Fall 2018	All Courses Fall 2018	3-Year Baseline (Fall 15, 16, and 17)
■ % Passed A to C-	71%	76%	72%

Indicator: Success rates for the top ten enrolled college-level courses for fall semesters. This chart shows the percentage of students who successfully complete a course with a grade of C- or higher. Please note: the top 10 college-level enrolled courses vary slightly from year to year.

Source: IRP

Status: 2020 Target – 72%. Normal range, 70-72%, Action required: Less than 71%.

Next Update: Fall 2020

Analysis: Fall 2018 All Courses Success Rate remained the same (76%) as for Fall 2017, while the Top 10 Courses Fall 2018 Success Rate declined slightly from the 3-year baseline of 72%, and each of the individual years included in the 3-year baseline. Females have higher course success rates than males. Students 25 years and older have higher success rates than students under 25. Students who do not receive Pell grants have higher course success rates than those who receive Pell grants. White students have higher course success rates than Hispanic and African American students.

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Considerations

✓ Goal 1 CAP Teams

- Serving diverse student population in best way

- Improving curriculum and curriculum delivery

- Improving learning outcomes assessment processes

✓ How You Can Help

- Keeping community informed of program, course offerings

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