College Action Project Worksheet for NEW CAP Projects – July 2014

CAP 3.1.2:

Champion: Lilly Anderson

1. Proposed CAP Team Members: Lilly Anderson, Laura Caulk, Dan Clark, and Angela Salinas. Faculty members will become ad hoc to our team when we reach discussions around curricular offerings.

2. Describe the purpose of this project including a description of the associated activities. (100 words or fewer)

Develop a robust structure for academic outreach efforts to increase and retain the number of high school students coming to GRCC, especially with the intent to transfer to a four-year institution.

3. Describe the goals of this Action Project (in 100 words or fewer).

Develop a framework (flow chart) that will document the principles for which high school partnerships will be established. Principles that will be addressed:

   o Finance
   o Legislation/Legal Impact
   o Impact on GRCC Systems (examples: Probation/Suspension, Academic Calendar, PeopleSoft, curricular offerings, Articulation Agreements, Course Scheduling, Bookstore, Counseling/Advising/Disability Support, Faculty hiring/evaluation, student testing, etc.)
   o Time Line(s)
   o External Partnerships
   o Student Recruitment/Testing/Selection processes
   o Completion data tracking
   o High School vs. College responsibility
   o Other?

4. What measurable criteria will be used to determine this project’s success?
   - Increased high school partnerships
   - Increased curricular offerings
   - Increased persistence rates from high school to GRCC
   - Increased revenue

5. What Indicators of Success will this project most likely impact? Please indicate whether the project will directly or indirectly impact the measure.
• Improvement of GRCC infrastructure to support early, dual and middle college programs
• Programs/services developed to support high school students around transfer
• Percent of students who successfully transfer/graduate within 6 years of first attending GRCC (either earning a degree first or not). Michigan metric
• Number of articulated programs and number of pre-major programs (including the number of students participating in these programs)

6. What personnel resources will be required to deliver the project successfully?

• IT support for tracking system development (potential)
• Finance for revenue model development (potential)

7. What additional resources will be required to develop and/or sustain the project?

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
<th>Explanation (one time or recurring)</th>
<th>Which budget will cover these costs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/Software</td>
<td></td>
<td>Student data tracking system to be developed or current system utilized</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL Cost Estimate</td>
<td></td>
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<td></td>
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</tbody>
</table>

8. Will this project require any additional budget dollars for the 2014-2015 academic year that have not already been secured?  

_x__ NO      ___ Yes

If yes, please describe briefly:

9. Provide a 3-month work plan for this project:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 2014</td>
<td>Identify team members and schedule initial meeting</td>
<td>Lilly</td>
</tr>
<tr>
<td>August, 2014</td>
<td>Schedule year-long meeting schedule</td>
<td>Lilly</td>
</tr>
<tr>
<td>September, 2014</td>
<td>Begin flowchart preparation</td>
<td>Team</td>
</tr>
</tbody>
</table>