

Governors State University

Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: Dual Degree Program and Transfer Initiatives

Leader(s): Tiesha Walker

Implementation Year: 2016-2017

Goal #1: Expand, enhance and promote the Dual Degree Program (DDP) as a model pathway to the baccalaureate degree for transfer students from our partner community colleges.

| Objective 1: | <u>Increase the feasibility and attractiveness of the Dual Degree Program pathway and/or vertical transfer options, especially at remote partner colleges.</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Action Items | <ul style="list-style-type: none"> ➤ Promote online DDP resources at remote campuses such as online chat and new DDP promotional videos, and GSU distance options like the RN to BSN online program and the Criminal Justice and Communications programs at Triton ➤ Increase participation in transfer activities on remote partner campuses ➤ Conduct a comparison of DDP to other “like” programs to assess attractiveness features ➤ Incorporate DDP student staff in partner community college visits/events ➤ Research barriers to commute for DDP students and research possible options ➤ Continue inquiries into curriculum lock-in ➤ Implement a 30 credit hour completion rule with part-time and full-time track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Desired Outcomes and Achievements (Identify results expected) | <ul style="list-style-type: none"> ➤ “On trend” or increased DDP student enrollment at each partner campuses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achieved Outcome and Results | <p>In promoting DDP’s online resources and distance programs, DDP continued to increase enrollment at each partner campus with few exceptions:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Community College</th> <th>Beg. of FA16</th> <th>End of SP17</th> <th>% Increase</th> </tr> </thead> <tbody> <tr><td>College of DuPage</td><td>2</td><td>1</td><td>-50%</td></tr> <tr><td>Daley College-CCC</td><td>52</td><td>49</td><td>-6%</td></tr> <tr><td>Harold Washington-CCC</td><td>10</td><td>13</td><td>30%</td></tr> <tr><td>Harper College</td><td>4</td><td>6</td><td>50%</td></tr> <tr><td>Joliet Junior College</td><td>39</td><td>67</td><td>72%</td></tr> <tr><td>Kankakee Community College</td><td>26</td><td>49</td><td>88%</td></tr> <tr><td>Kennedy King College-CCC</td><td>27</td><td>42</td><td>56%</td></tr> <tr><td>Malcolm X-CCC</td><td>17</td><td>27</td><td>59%</td></tr> <tr><td>Moraine Valley Community College</td><td>42</td><td>79</td><td>88%</td></tr> <tr><td>Morton College</td><td>2</td><td>5</td><td>150%</td></tr> <tr><td>Olive Harvey College-CCC</td><td>28</td><td>40</td><td>43%</td></tr> <tr><td>Prairie State College</td><td>95</td><td>127</td><td>34%</td></tr> <tr><td>South Suburban College</td><td>42</td><td>59</td><td>40%</td></tr> <tr><td>Triton College</td><td>3</td><td>3</td><td>0%</td></tr> <tr><td>Truman College-CCC</td><td>7</td><td>17</td><td>143%</td></tr> <tr><td>Waubensee Community College</td><td>0</td><td>4</td><td>400%</td></tr> <tr><td>Wilbur Wright College-CCC</td><td>3</td><td>6</td><td>100%</td></tr> <tr> <td>Totals</td> <td>399</td> <td>594</td> <td>49%</td> </tr> </tbody> </table> | Community College | Beg. of FA16 | End of SP17 | % Increase | College of DuPage | 2 | 1 | -50% | Daley College-CCC | 52 | 49 | -6% | Harold Washington-CCC | 10 | 13 | 30% | Harper College | 4 | 6 | 50% | Joliet Junior College | 39 | 67 | 72% | Kankakee Community College | 26 | 49 | 88% | Kennedy King College-CCC | 27 | 42 | 56% | Malcolm X-CCC | 17 | 27 | 59% | Moraine Valley Community College | 42 | 79 | 88% | Morton College | 2 | 5 | 150% | Olive Harvey College-CCC | 28 | 40 | 43% | Prairie State College | 95 | 127 | 34% | South Suburban College | 42 | 59 | 40% | Triton College | 3 | 3 | 0% | Truman College-CCC | 7 | 17 | 143% | Waubensee Community College | 0 | 4 | 400% | Wilbur Wright College-CCC | 3 | 6 | 100% | Totals | 399 | 594 | 49% |
| Community College | Beg. of FA16 | End of SP17 | % Increase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College of DuPage | 2 | 1 | -50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Daley College-CCC | 52 | 49 | -6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Harold Washington-CCC | 10 | 13 | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Harper College | 4 | 6 | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Joliet Junior College | 39 | 67 | 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kankakee Community College | 26 | 49 | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kennedy King College-CCC | 27 | 42 | 56% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Malcolm X-CCC | 17 | 27 | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Moraine Valley Community College | 42 | 79 | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Morton College | 2 | 5 | 150% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Olive Harvey College-CCC | 28 | 40 | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prairie State College | 95 | 127 | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| South Suburban College | 42 | 59 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Triton College | 3 | 3 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Truman College-CCC | 7 | 17 | 143% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Waubensee Community College | 0 | 4 | 400% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wilbur Wright College-CCC | 3 | 6 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 399 | 594 | 49% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The abovementioned achieved outcomes are the result of several completed initiatives/action items that took place over the course of the 2016/2017 academic year including, but not limited to:

- Collaborated with Michelle Sebasco for a visit to Wilbur Wright College to discuss CJUS & COMS majors at GSU for the advising staff, and hosted follow-up visit to present information directly to students at the annual transfer fair.
- Conducted DDP presentations in first year seminar classes at KCC.
- Participated in Major Exploration Fair at JJC, and Salute to Grads Fair at Triton College.
- Hosted Prairie State College TRiO and Joliet Junior College TRiO/Project Achieve groups at GSU for DDP presentation, campus tour, and GSU departmental presentations such as Financial Aid, Admissions, and Intercultural Student Affairs.
- Posted DDP Enrollment Videos on the DDP website, as well as DDP Online Induction.
- Added the DDP chat feature to the CCC and KCC pages, in addition to the distance campuses.
- As a result of the unveiling of the University Center at Harper College, DDP now receives direct referrals from their Center.

Information provided via DDP Induction evaluations indicated that students most often hear of the Dual Degree Program through other students involved in the program. Therefore, current DDP students and alumni of the program were included in programming at the partnering community colleges, including:

- Incorporated a DDP Student Transition Assistant and Prairie State College alum at the PSC involvement fair.
- Incorporated a City College's of Chicago alum and current DDP student for a speech at the fall CCC Star Scholar Event. Received follow-up request from CCC to refer another DDP student for the next CCC Star Scholar Event.
- Peer Interview Videos of current DDP Student Transition Assistants have been included in DDP Online Induction.

Several items were investigated to identify further resources that could be added to the benefits of DDP. Those included:

- Researched discounted public transportation rates (none applicable.)
- During program eliminations in spring 2017, DDP student transferring fall 2017 were grandfathered into intended programs and included in "teach out."
- Reviewed options for students who are unable to attend full-time during fall/spring semesters, but are attending a community college full-time in the summer (no students were in need of this consideration this academic year.)
- Conducted a comparison of other DDP "like" programs to assess attractiveness features and results indicate that we offer similar and often more benefits than the "like" programs compared (including on-campus support at the community college, not required to transfer to GSU to participate in program, and offer scholarships strictly for participants that do transfer to GSU.)

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| <p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)</p> | <p>Overall between August 31, 2016, and May 31, 2017, DDP student enrollment increased by 49%; therefore, the desired outcome/achievement of increasing DDP enrollment at partner colleges, especially remote ones, has been met.</p> <p>By focusing on marketing strategies and establishing relationships with the faculty and staff at the partner colleges, DDP continues to increase its presence at our community college campuses. Plans for AY18 will include further increases to our online marketing strategy (including additional video content highlighting students' experiences in DDP), and expanding collaborations with the School of Extended Learning to market the CJUS & COMS programs at Triton College (including the routine sharing of prospective students' contact information gathered at the advisor's visits to the community college campuses.)</p> |
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| Objective 2: | Conduct and publish research to establish the impact of DDP on student completion. |
| Action Items | <ul style="list-style-type: none"> ➤ Conduct annual student and partner surveys/focus groups on DDP services/needs ➤ Present research at conferences ➤ Gather research on influence of DDP to students by adding questions to Induction evaluations ➤ Work with GSU Institutional Research to compare DDP transfer students to traditional GSU transfer students ➤ Conduct cost/benefit analysis to determine if purchasing database software to support our database infrastructure and collect DDP research is feasible |
| Desired Outcomes and Achievements (Identify results expected) | <ul style="list-style-type: none"> ➤ Sufficient data to support the DDP model and illustrate its impact ➤ Expanded exposure for DDP and GSU |
| Achieved Outcome and Results | <p>Throughout the spring 2017 semester, students at the partnering community colleges were contacted, via phone interview or email response, for feedback regarding the program. The following were highlights of those conversations:</p> <ul style="list-style-type: none"> ➤ DDP student focus groups at several of our partner community college campuses have been completed. The question topics varied from asking how the students learned about DDP, why they joined, how involved the student is within the program, and the student’s overall satisfaction with the program. ➤ Results have been reviewed and analyzed and show that the program is favorably viewed by the participants. The weighted average showed students were even more satisfied with the program than in previous year. ➤ The data shows that most students enroll in the program after some type of interaction with an individual that is knowledgeable about the program and can speak to its many benefits. ➤ The vast majority of students enrolled in DDP for the financial benefit of locked-in tuition and/or DDP scholarship eligibility, which continues the trend from the AY 14-15 DDP survey. ➤ Overall, the focus groups prove to be helpful and highlight the strengths, areas of improvement and provide recommendations for the continued success of the program. <p>In order to expand the exposure of DDP outside of GSU and our partnering colleges, DDP staff have reached out through multiple professional associations in order to reach a vested audience that may benefit from the program’s strategies for success:</p> <ul style="list-style-type: none"> ➤ Proposal was submitted and accepted for Great Lakes Regional Student Success Conference (GLRSSC) and IACAC Transfer Summit. Both proposals were accepted, however they both took place at the same time. The DDP team attended the GLRSSC and presented. As a result, three follow up inquiries from attendees have been received, and the presentation received high reviews via the conference evaluation. ➤ Proposals for NACADA and ILACADA’s annual conferences were submitted. NACADA (spring 2017) was declined, and the ILACADA (fall 2018) proposal is still pending approval. |

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| | <p>In addition, a DDP staff member began research into Salesforce CRM Software, utilized by One Million Degrees and other service organizations. Salesforce is a customer relationship management software; with it you can customize to not only track data, but also automate processes to better serve students (e.g. video conferencing, analytic capabilities, and can be fully integrated with web platform and call scripting). Cost is \$75-\$300 annually. It is typically used for small businesses, and may be outside of the DDP budget at this time.</p> |
| <p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)</p> | <p>Through verbal and written feedback, DDP has indeed met its objective of researching and establishing data that supports the program’s impact. The data collected through the focus groups provided the staff with feedback that will lead to reinforcing well-received resources available through DDP, as well as evaluate elements that are not being utilized or students/liaisons are not as satisfied with.</p> <p>The goal of expanding awareness of DDP and GSU was also achieved through the staff’s conference participation. While the GLRSSC is a “regional” conference, attendees traveled from as far as Texas, Colorado, and Washington state. The DDP presentation had 25 participants, with three contacting Tiesha Walker in the weeks after the conference for further information about the program.</p> <p>DDP will continue to expand its presence at professional association events. As mentioned above, the team is still waiting for approval for the upcoming ILACADA conference, and will submit future proposals as opportunities arise.</p> <p>Implications for the future will also include continued focus groups per community college held on those respective campuses, for the purpose of further student feedback. In addition, a Transfer Liaison Focus Group will be created, where their feedback could potentially provide more in-depth insight into student satisfaction.</p> |

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| Objective 3: | <u>Expand knowledge of DDP beyond community college and university outreach.</u> |
| Action Items | <ul style="list-style-type: none"> ➤ Collaborate with CPA to communicate DDP to high school personnel during high school visits to CPA ➤ Assist with 2+2+2 initiatives or other high school initiatives on GSU campus ➤ Review feasibility of waiving minimum credit hour requirement for “Distinguished Scholars Award” recipients at MVCC ➤ Collaborate with Year-Up on CCC partnership to exchange program information and discuss transfer pathways |
| Desired Outcomes and Achievements (Identify results expected) | <ul style="list-style-type: none"> ➤ Expanded exposure for DDP and GSU |
| Achieved Outcome and Results | <p>In an effort to expand DDP marketing to surrounding high schools, the following items were accomplished:</p> <ul style="list-style-type: none"> ➤ DDP brochures forwarded to the Center for Performing Arts, to be included in high school teacher packets. ➤ Participated in High School Fair, along with GSU Admissions, at Crete-Monee High School. ➤ DDP Student Transition Assistants assisted with articulation visit at GSU (high school guidance counselors.) ➤ Participated in the GSU College Choice Advocates Day (transfer coordinator/high school counselor fair hosted at GSU.) ➤ Attended Crete-Monee High School’s dual credit event in April, 2017. ➤ Attended the Waubensee Community College’s high school college fair in Fall, 2016. ➤ Attended College of DuPage’s Black Student Leadership event in Spring, 2017, for high school students. <p>In collaboration with student success programs aimed at high achieving high school students, the following partnerships have been, or are in the process of being, established:</p> <ul style="list-style-type: none"> ➤ Conducted Year Up visit in fall 2016, and a Year Up presentation at the end of Fall, 2016, to the students currently completing their internship and preparing to enroll at the City Colleges of Chicago. ➤ Currently collaborating with Year Up to establish direct-admit policy into DDP (due to Year Up’s articulation agreement with CCC, students would exceed DDP credit hour maximum before earning a formal GPA.) ➤ Collaborating with Joliet Junior College’s Dean of Academic Excellence to create pathway programs for dual credit/dual enrollment high school students. ➤ Made arrangements to receive (on a semester basis) the Distinguished Scholars Award list from MVCC for DDP prospective outreaches to students; approved waiving DDP’s GPA and credit hour enrollment requirements based on academic success (i.e., receiving the Distinguished Scholars Award.) ➤ Collaborating with US International Health Services (Palos Hills, IL) to host future presentations about GSU and DDP to the Moraine Valley Community College’s surrounding community (focus on high school seniors and current MVCC international students.) |

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| <p>Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)</p> | <p>Many of the above items have just been implemented or are still in development; therefore, any increases in student enrollment based on these advancements will be better identified throughout the 2017-2018 academic year as students matriculate from high school to the community college and then may enroll in DDP.</p> <p>Objectives for AY18 will likely include: further collaboration with GSU Recruitment to high school college fairs, adjustments to the DDP enrollment form for campuses with established exceptions for high achieving high school students (e.g., dual credit, Year Up, Distinguished Scholars), and involvement with community colleges' new student orientation.</p> |
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| Objective 4: | <u>Expand partnership with DDP Big 5 partner campuses and grow DDP/transfer enrollment from all 5 campuses.</u> |
| Action Items | <ul style="list-style-type: none"> ➤ Utilize table visits and info sessions for increased exposure ➤ Coordinate “bring a friend” group advising sessions on partner campuses ➤ Incorporate DDP student staff in partner community college visits/events |
| Desired Outcomes and Achievements (Identify results expected) | <ul style="list-style-type: none"> ➤ DDP student enrollment at Big 5 partner campuses |
| Achieved Outcome and Results | <p>In efforts to increase enrollment at our Big 5 partner campuses, staff increased the contact with the broader population of students:</p> <ul style="list-style-type: none"> ➤ Hosted “DDP Bring-A-Friend” event at Moraine Valley Community College, with nine total participants (four current DDP students and five prospective students, two of which were eligible for enrollment.) A DDP-MVCC alum was invited to attend as a guest speaker, but wasn’t able to due to last minute scheduling conflict. ➤ Hosted “DDP Bring-A-Friend” event at Joliet Junior College, which yielded seven participants (three current DDP students, four prospective with zero eligible for enrollment.) ➤ Increased table visits at South Suburban College (went from 1 table visit to two per month.) ➤ Increased table visits at MVCC and JJC (went from 1 table visit per semester, to two per month.) ➤ Collaborating with Sean Smith to expand Male Success Initiative to MVCC. |
| Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.) | <p>As identified in Goal 1 Objective 1, student enrollment has increased at each of our Big 5 campuses. In total, there was a 56% increase from August 31, 2016, to May 31, 2017. While students seem to be aware of GSU’s continued presence in their transfer centers, promoting DDP at a table in a high traffic corridor makes for quick contact and greater exposure to the general student body. Tabling visits will continue at the Big 5 campuses, with additional presentations and collaborations with GSU’s College of Business (A.A.S. to B.A.A.S. pathways), GSU’s Male Success Initiative Coordinator, and the community college’s student services.</p> |