

GUIDED PATHWAYS

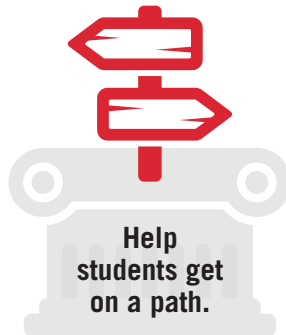
AT MONROE COMMUNITY COLLEGE



Monroe
Community
College
STATE UNIVERSITY
OF NEW YORK



Guided Pathways Framework: Four Pillars



The Guided Pathways framework provides structured educational experiences that:

Provide clear curricular maps that lead to a credential, transfer, and career of value.

Integrate holistic supports throughout the student experience with the aim to improve completion rates of academic pathways.

Connect students to pathway expertise to ensure seamless onboarding and help students persist toward their educational goals.

THE SCHOOLS @ MCC

School of
Applied
Sciences &
Technologies

School of
Arts &
Humanities

School of
Business &
Entrepreneurial
Studies

School of
Community
Engagement &
Development

School of
Health
Sciences &
Physical
Wellness

School of
Science,
Technology,
Engineering &
Math (STEM)

School of
Social Sciences
& Global Studies

The Schools @ MCC is Monroe Community College's implementation of the nationally-recognized guided pathways reform model. MCC Schools connect matriculated students to an academic community and the resources they need to succeed.

- During the fall semester of 2016, MCC launched its guided pathways initiative at full scale, the Schools @ MCC. Students were placed in one of seven Schools based on academic and career interests.
- In 2017, MCC was selected by the State University of New York (SUNY) to lead the SUNY Guided Pathways Institutes for 10 SUNY community colleges. The Institutes assist community colleges to create and implement guided pathways at their colleges, including reforms like structured academic and career pathways.
- In 2018, the SUNY Student Assembly passed a resolution supporting SUNY's Guided Pathway Initiatives.
- In Fall 2019, 8 additional SUNY community colleges began the SUNY Guided Pathways Institutes as Cohort 2, bringing the total to 18 participating community colleges.

For additional information, email: schools@monroecc.edu.

Inspiring every day.

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Key Elements of Guided Pathways at MCC



High Impact Practices encourage meaningful interactions between students and faculty, and facilitate active learning outside of the classroom.

Learning communities, service learning, undergraduate student research, applied learning, and writing intensive courses.

In 2019, MCC received a grant and was selected as one of twenty community colleges to participate in the Association of American Colleges and Universities' (AAC&U) Strengthening Guided Pathways and Career Success by Ensuring Students are Learning project. This two-year, grant-funded program is designed to strengthen institutional capacity to ensure students are learning.



Supportive onboarding process designed to help students explore careers and academic pathways.



Academic pathways are organized into semester sequences.

As of 2019, 100% of MCC students are in a pathway.



Integrated advising connects students to pathway experts and to the resources needed to be successful and to achieve their career and transfer goals.

As of fall 2019, 98% of MCC students have an assigned advisor, compared to less than 1% of students in 2012.



Responsive student tracking and individualized communications aligned to interventions and resources to help students remain on their pathway and persist toward graduation.

During the 2019-2020 academic year, 26 nudge campaigns provided positive data-informed messages designed to increase student persistence.

A spring 2019 nudge to students with 45 credits or more led to a 12.8% lift in student persistence.



Non-academic supports address basic needs such as food insecurity, as well as provide emergency financial support, and connect students to external community resources.

The fall 2019 to spring 2020 persistence rate for students who received the Fund for Student Success \$400 food scholarship was 76.7%.



Academic supports assist students in achieving their learning goals through learning centers, online tutoring, co-requisite courses, and open educational resources.

Accelerated Learning Program (ALP), designed to support students who are not considered ready for college-level coursework. During spring 2019, students who participated in the English 101 ALP model had a 56% C or better rate, students not enrolled in the English 101 ALP model had a 43.2% C or better rate.