Guided Pathways Town Hall

Let's Celebrate Our Journey

Agenda

- Welcome (Dr. Burt-Nanna)
- Student voices
- Our guided pathways journey
- Your questions

Contribute to our list of initiatives by adding to our interactive space at: tinyurl.com/guidedpathwaysboard

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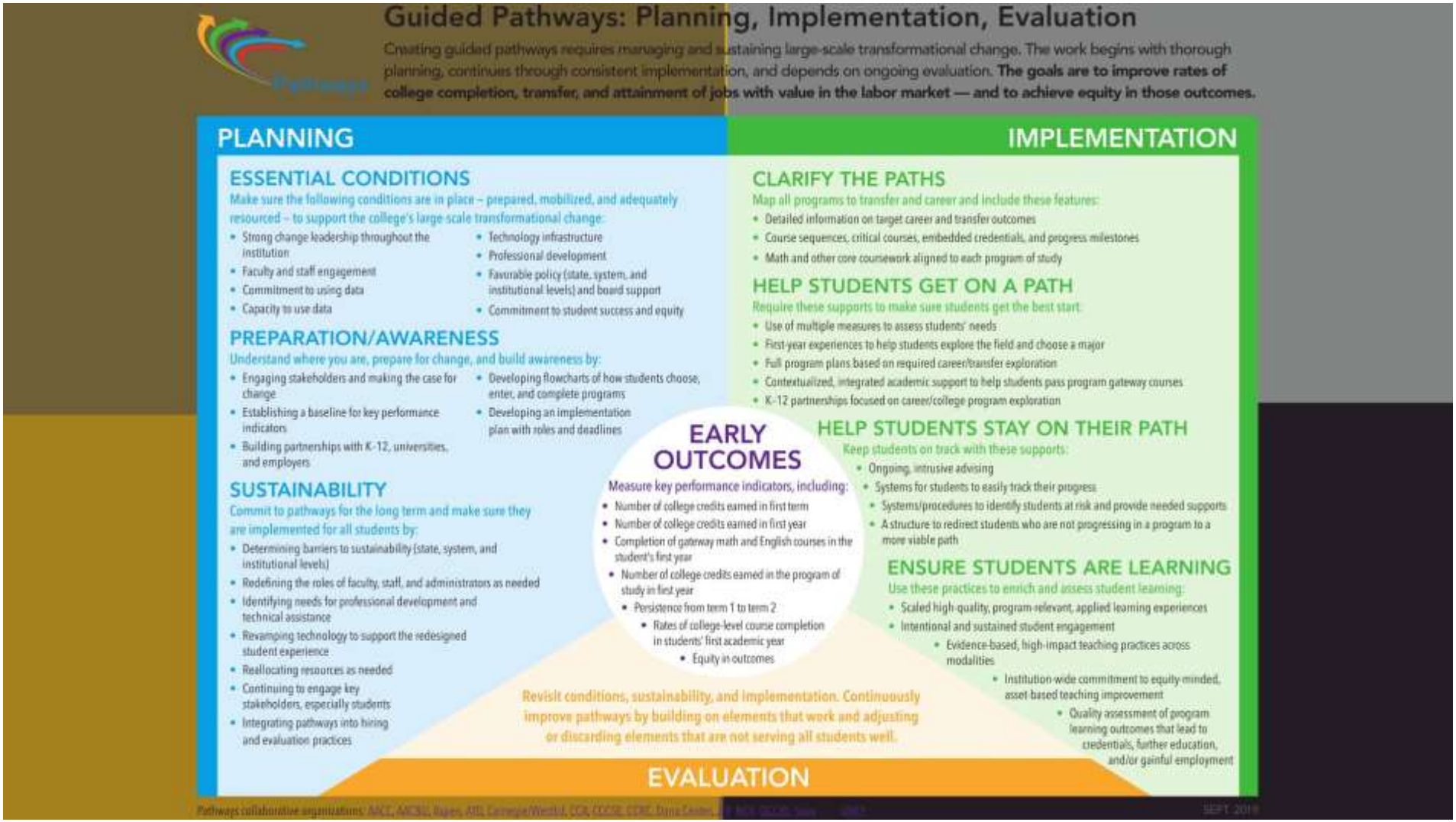
Guided Pathways: Planning, Implementation, Evaluation
Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.
PLANNING
IMPLEMENTATION
ESSENTIAL CONDITIONS
Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:
Strong change leadership throughout the institution
Faculty and staff engagement
Commitment to using data
Capacity to use data
Technology infrastructure
Professional development
Favorable policy (state, system, and institutional levels) and board support
Commitment to student success and equity
PREPARATION/AWARENESS
Understand where you are, prepare for change, and build awareness by:
Engaging stakeholders and making the case for change
Establishing a baseline for key performance indicators
Building partnerships with K-12, universities, and employers
Developing flowcharts of how students choose, enter, and complete programs
Developing an implementation plan with roles and deadlines
SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students by:
Determining barriers to sustainability (state, system, and institutional levels)
Redefining the roles of faculty, staff, and administrators as needed
Identifying needs for professional development and technical assistance
Revamping technology to support the redesigned student experience
Reallocating resources as needed
Continuing to engage key stakeholders, especially students
Integrating pathways into hiring and evaluation practices
CLARIFY THE PATHS
Map all programs to transfer and career and include these features:
Detailed information on target career and transfer outcomes
Course sequences, critical courses, embedded credentials, and progress milestones
Math and other core coursework aligned to each program of study
HELP STUDENTS GET ON A PATH
Require these supports to make sure students get the best start:
Use of multiple measures to assess students' needs
First-year experiences to help students explore the field and choose a major
Full program plans based on required career/transfer exploration
Contextualized, integrated academic support to help students pass program gateway courses
K-12 partnerships focused on career/college program exploration
EARLY OUTCOMES
Measure key performance indicators, including:
Number of college credits earned in first term
Number of college credits earned in first year
Completion of gateway math and English courses in the student's first year
Number of college credits earned in the program of study in first year
Persistence from term 1 to term 2
Rates of college-level course completion in students' first academic year
Equity in outcomes
HELP STUDENTS STAY ON THEIR PATH
Keep students on track with these supports:
Ongoing, intrusive advising
Systems for students to easily track their progress
Systems/procedures to identify students at risk and provide needed supports
A structure to redirect students who are not progressing in a program to a more viable path
ENSURE STUDENTS ARE LEARNING
Use these practices to enrich and assess student learning:
Scaled high-quality, program-relevant, applied learning experiences
Intentional and sustained student engagement
Evidence-based, high-impact teaching practices across modalities
Institution-wide commitment to equity-minded, asset based teaching improvement
Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment
Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.
EVALUATION

Student Voices

Guided Pathways
Town Hall
2017
2018
2016
2019
2015
2021...
...2014
2020
Monroe Community College

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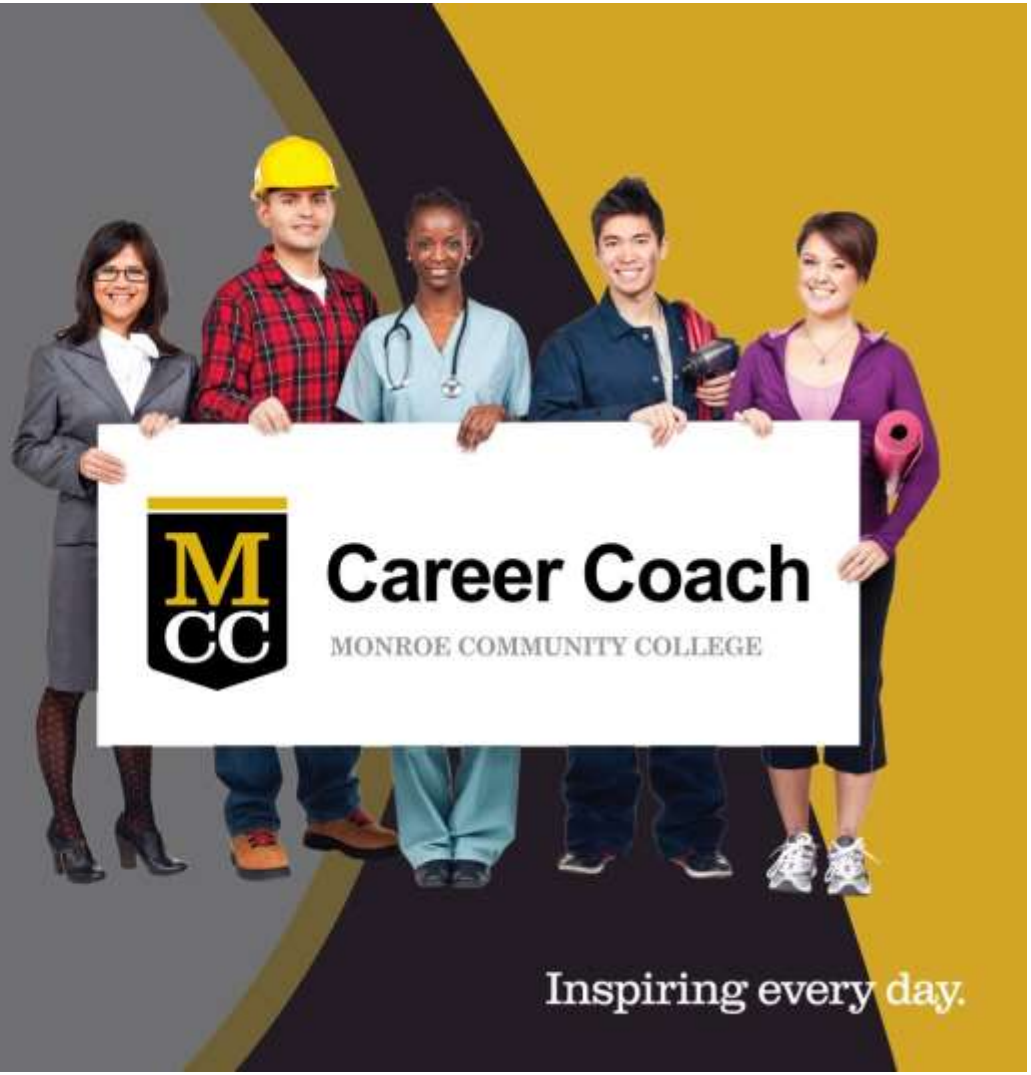
ROAD MAP TO SUCCESS
Career Coach
Starfish implementation
AAC&U Roadmap Project

2012: Career Coach

- Creation of EDIWS put us ahead of the curve in terms of a focus on the end goal for students and that focus led to the implementation of Career Coach
- The goal of guided pathways is to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes



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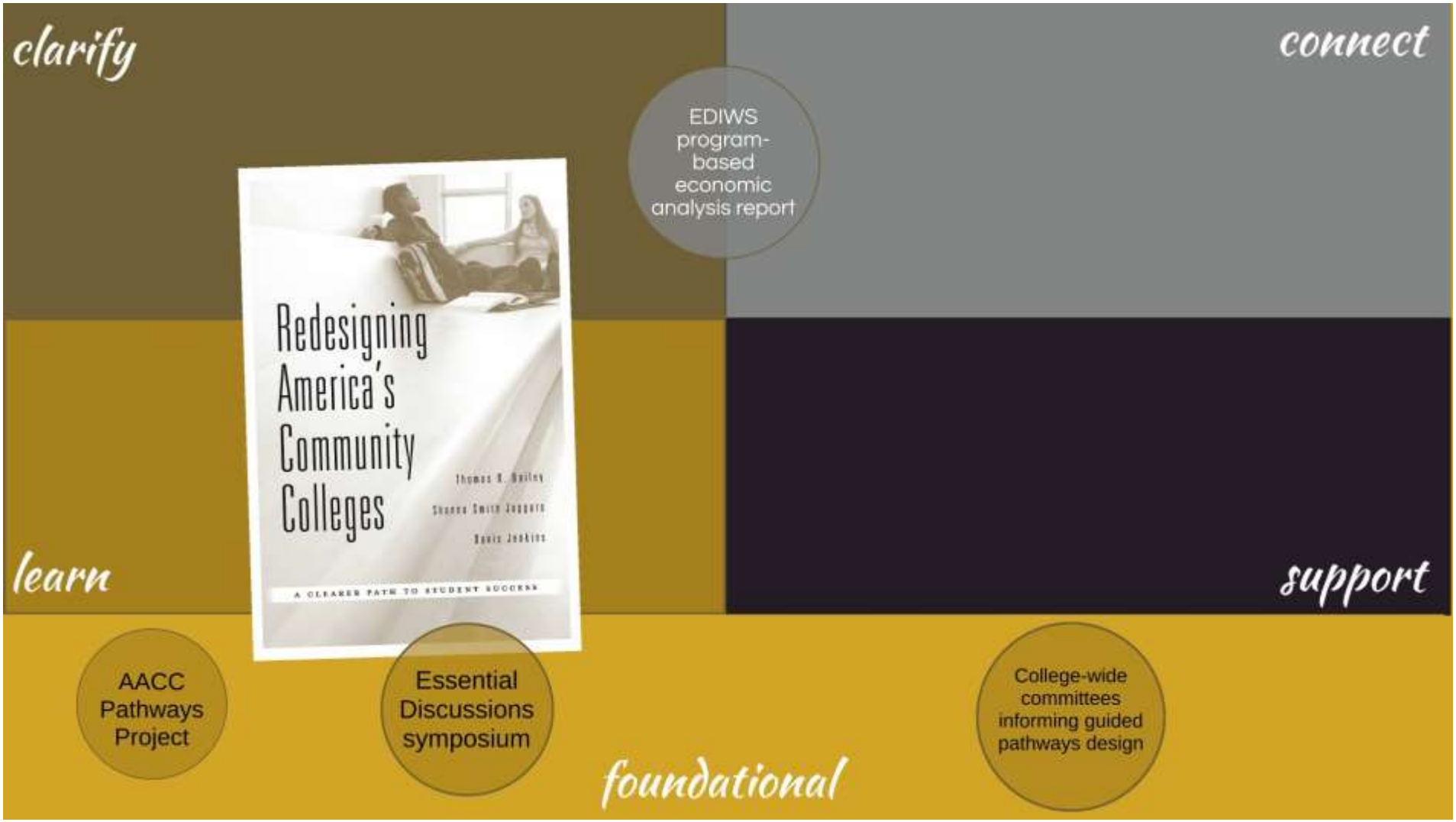
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EDIWS program-based economic analysis report
Redesigning America's Community Colleges
A CLEARER PATH TO STUDENT SUCCESS
learn
support
AACC Pathways Project
Essential Discussions symposium
College-wide committees informing guided pathways design
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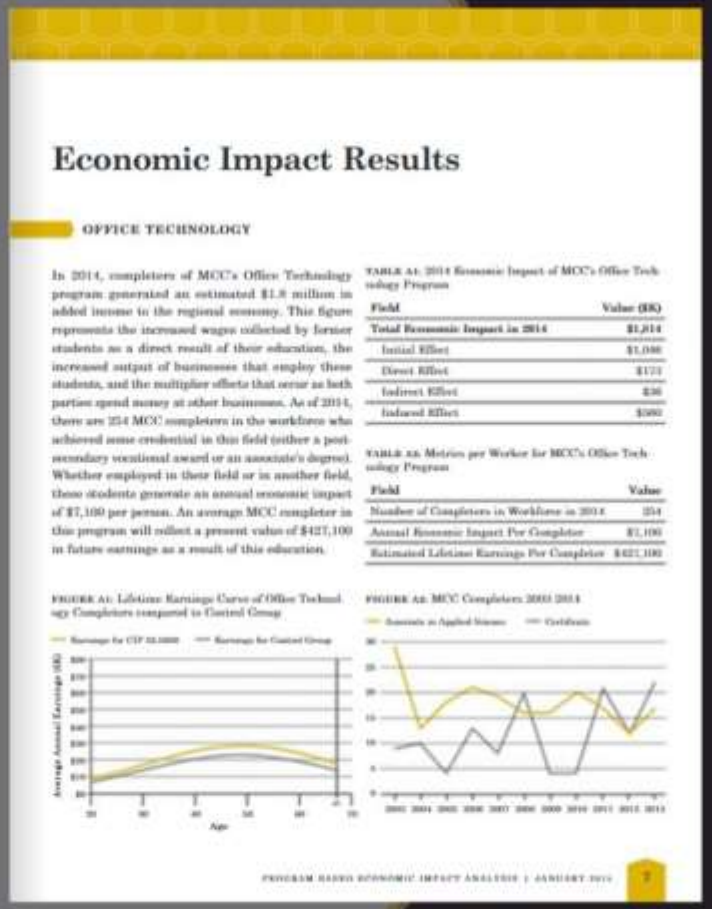
First EDIWS program based economic analysis report connecting labor market gaps to higher education curriculum



Economic Impact Results

OFFICE TECHNOLOGY

In 2014, completers of MCC's Office Technology program generated an estimated $1.8 million in added income to the regional economy. This figure represents the increased wages collected by former students as a direct result of their education, the increased output of businesses that employ these students, and the multiplier effects that occur as both parties spend money at other businesses. As of 2014, there are 254 MCC completers in the workforce who achieved some credential in this field (either a post-secondary vocational award or an associate's degree). Whether employed in their field or in another field, these students generate an annual economic impact of $7,100 per person. An average MCC completer in this program will collect a present value of $427,100 in future earnings as a result of this education.

TABLE A1: 2014 Economic Impact of MCC's Office Technology Program

Field	Value ($K)
Total Economic Impact in 2014	**$1,814**
Initial Effect	$1,100
Direct Effect	$173
Indirect Effect	$36
Induced Effect	$580

TABLE A2: Metrics per Worker for MCC's Office Technology Program

Field	Value
Number of Completers in Workforce in 2014	254
Annual Economic Impact Per Completer	$7,100
Estimated Lifetime Earnings Per Completer	$427,100

FIGURE A1: Lifetime Earnings Curve of Office Technology Completers compared to Control Group

FIGURE A2: MCC Completers 2003-2014

Inspiring every day.

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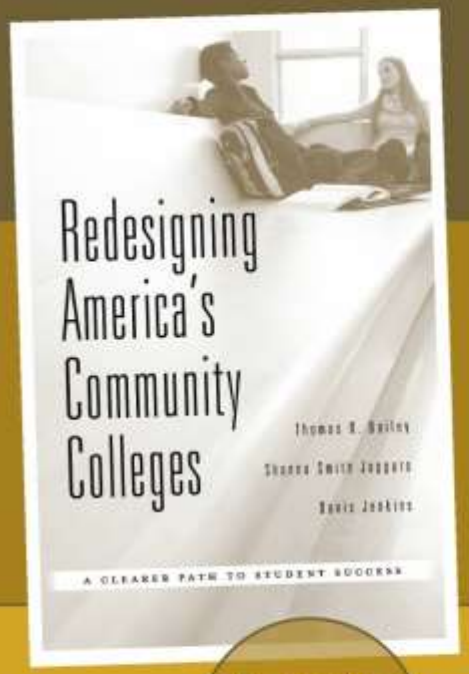
EDIWS program-based economic analysis report



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AACC Pathways Project

Essential Discussions symposium

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mcclmi.com launch
Launch of Schools @ MCC
Scaling of OERs
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Culmination of committee design work
AACC Pathways Project
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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

MCC

Schools @ MCC

MONROE COMMUNITY COLLEGE

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Formation of Integrated Advising Board

Civitas Schedule Planner implementation

Civitas nudge messaging

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Beginning of SUNY Guided Pathways Institutes

Resources in myMCC

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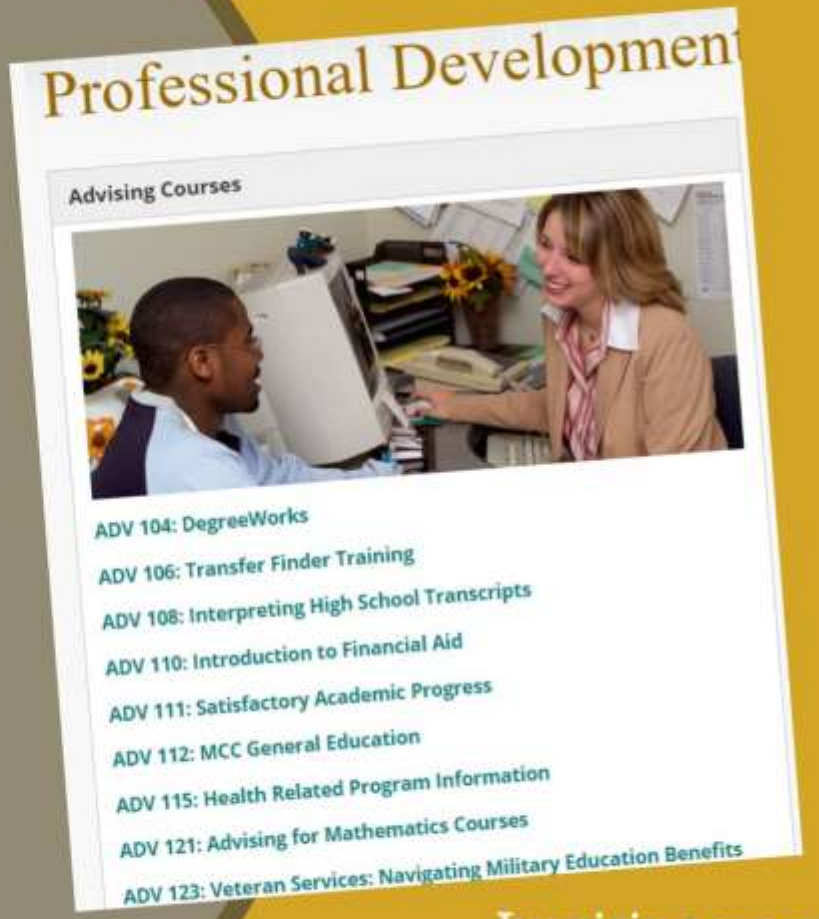
Resources in myMCC

- Accessible to all faculty and staff
- Collaboration between multiple areas
- On-demand training and resources



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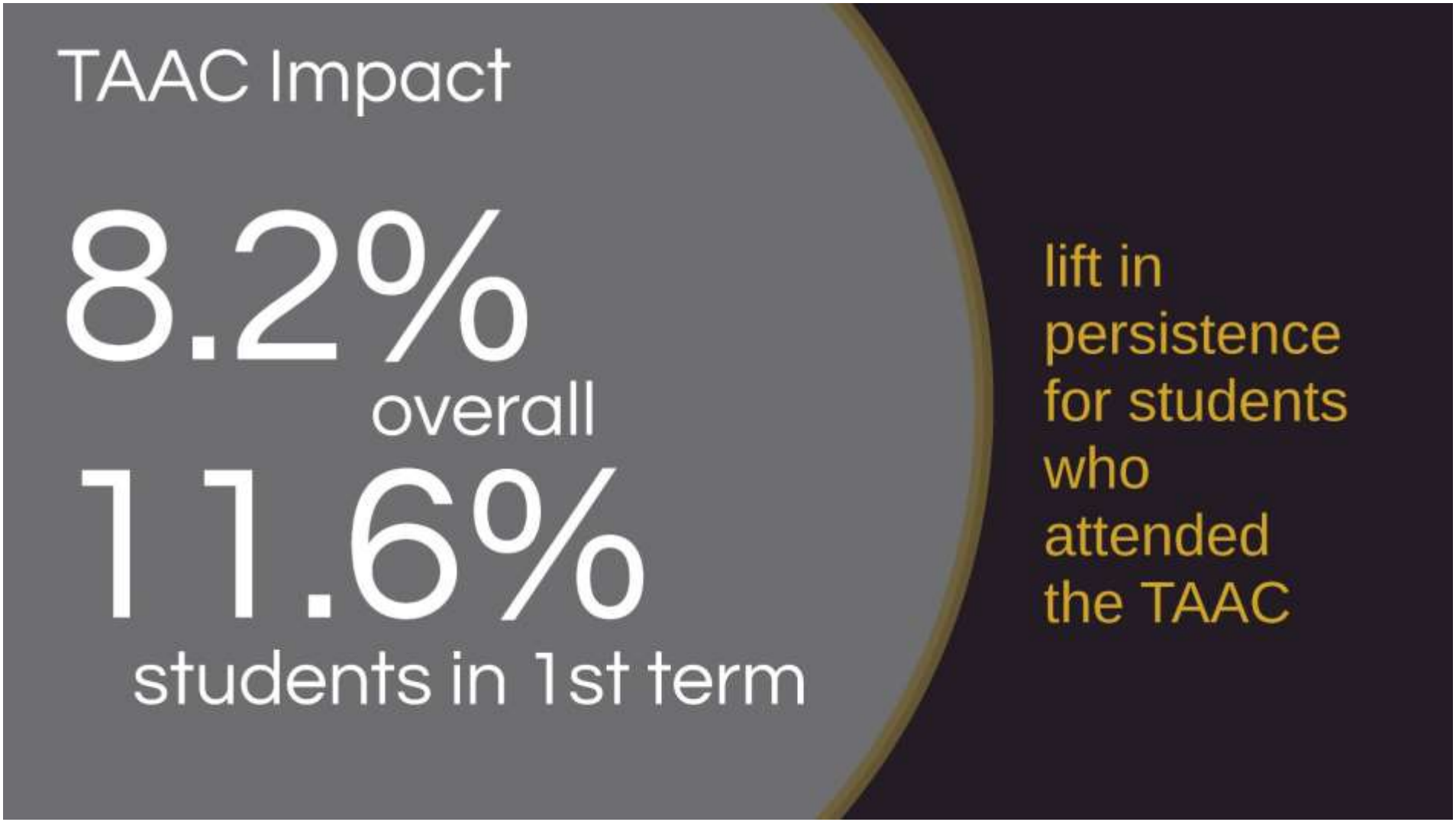
Four-semester sequences confirmed for all pathways
Creation of the Integrated Advising Model
Creation of the Tutoring & Academic Assistance Center
DWIGHT
SUNY Student Assembly endorses Guided Pathways
MCC CURRICULUM OVERVIEW
BUSINESS ADMINISTRATION
A.S. DEGREE - Transfer Program
Program Code: BU01


TAAC Impact
8.2%
overall
11.6%
students in 1st term
lift in
persistence
for students
who
attended
the TAAC

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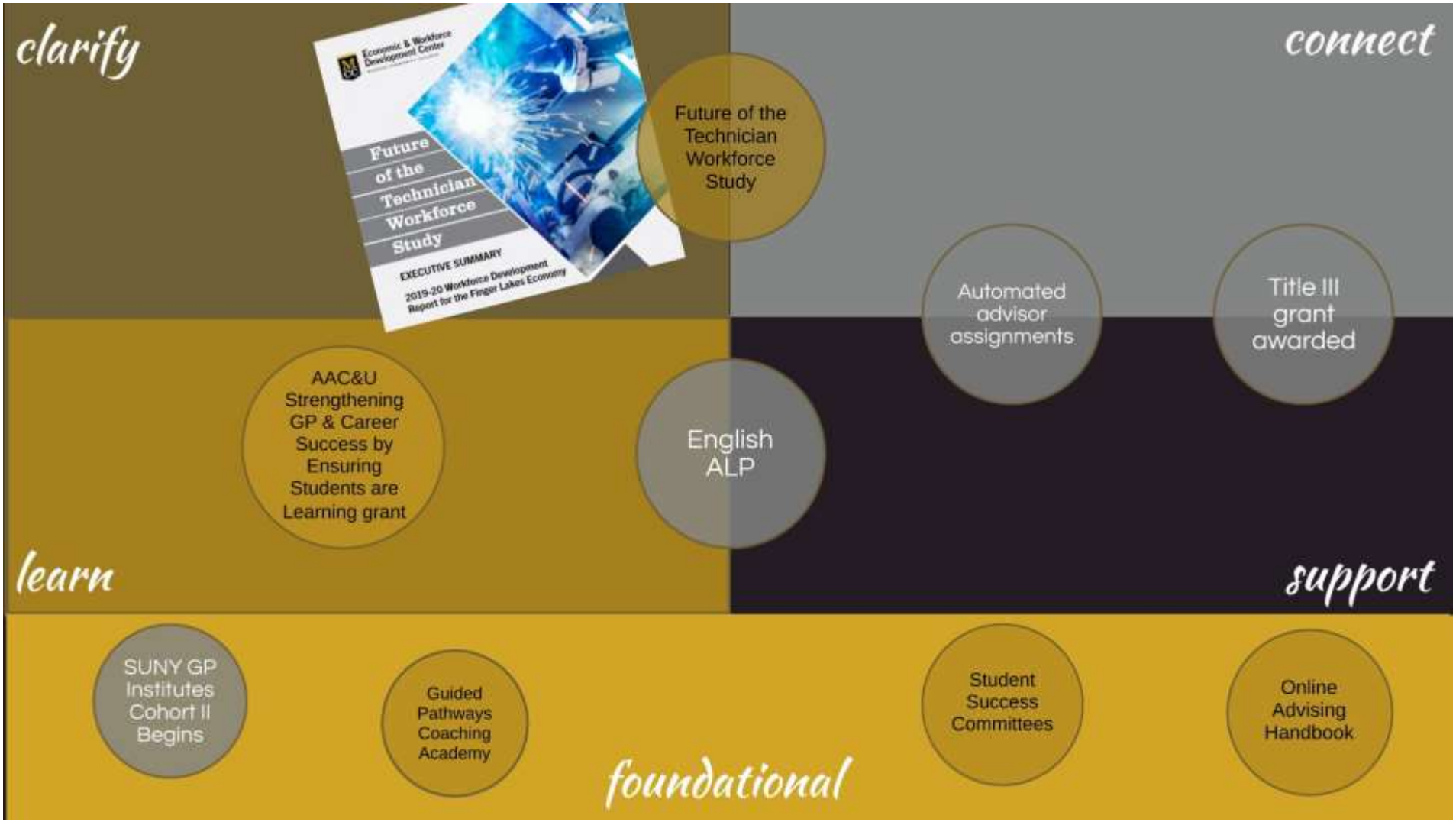
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EXECUTIVE SUMMARY
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AAC&U Strengthening GP & Career Success by Ensuring Students are Learning grant
English ALP
learn
support
SUNY GP Institutes Cohort II Begins
Guided Pathways Coaching Academy
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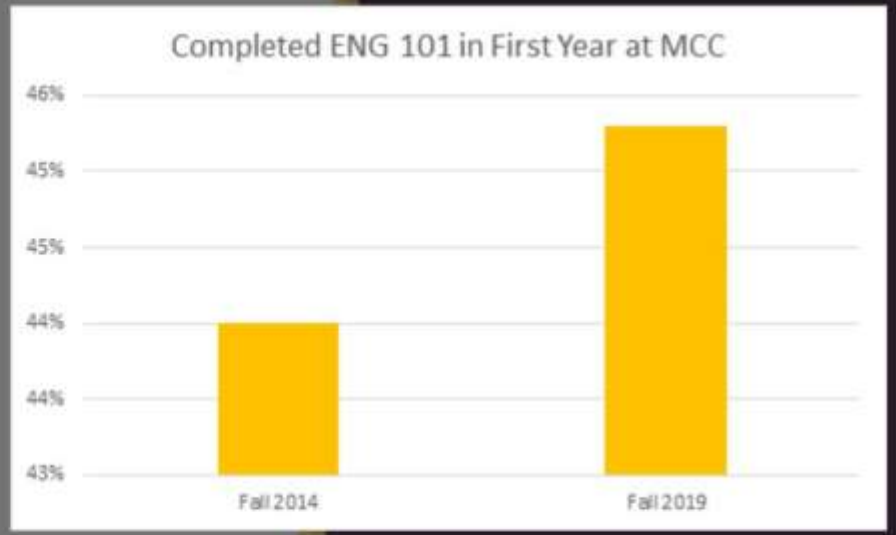
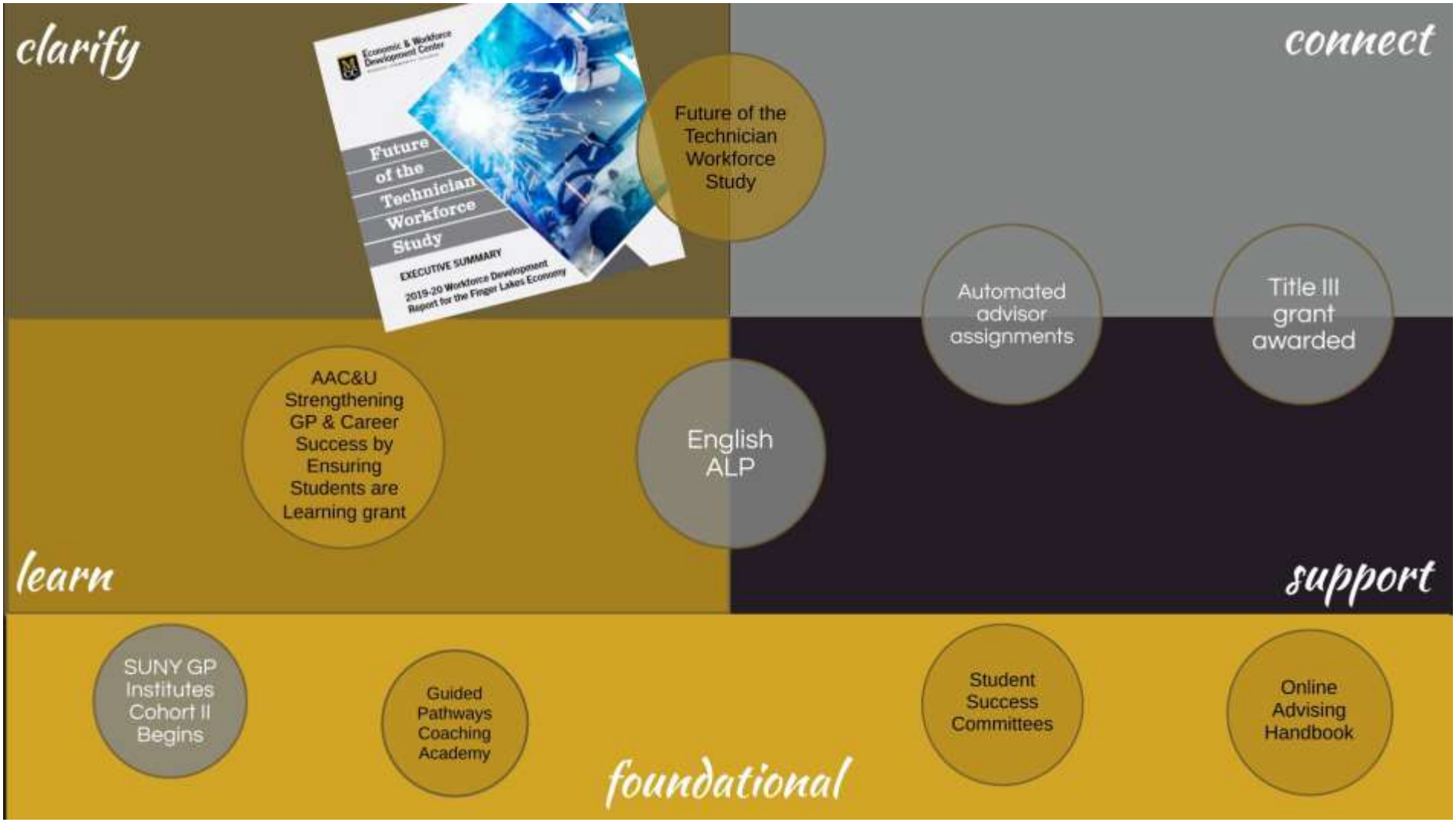
Student Success Committees
Online Advising Handbook

English ALP

ENG 101 C or Better
44%
56%
With TRS099
No TRS099


Completed ENG 101 in First Year at MCC
46%
45%
45%
44%
44%
43%
Fall 2014
Fall 2019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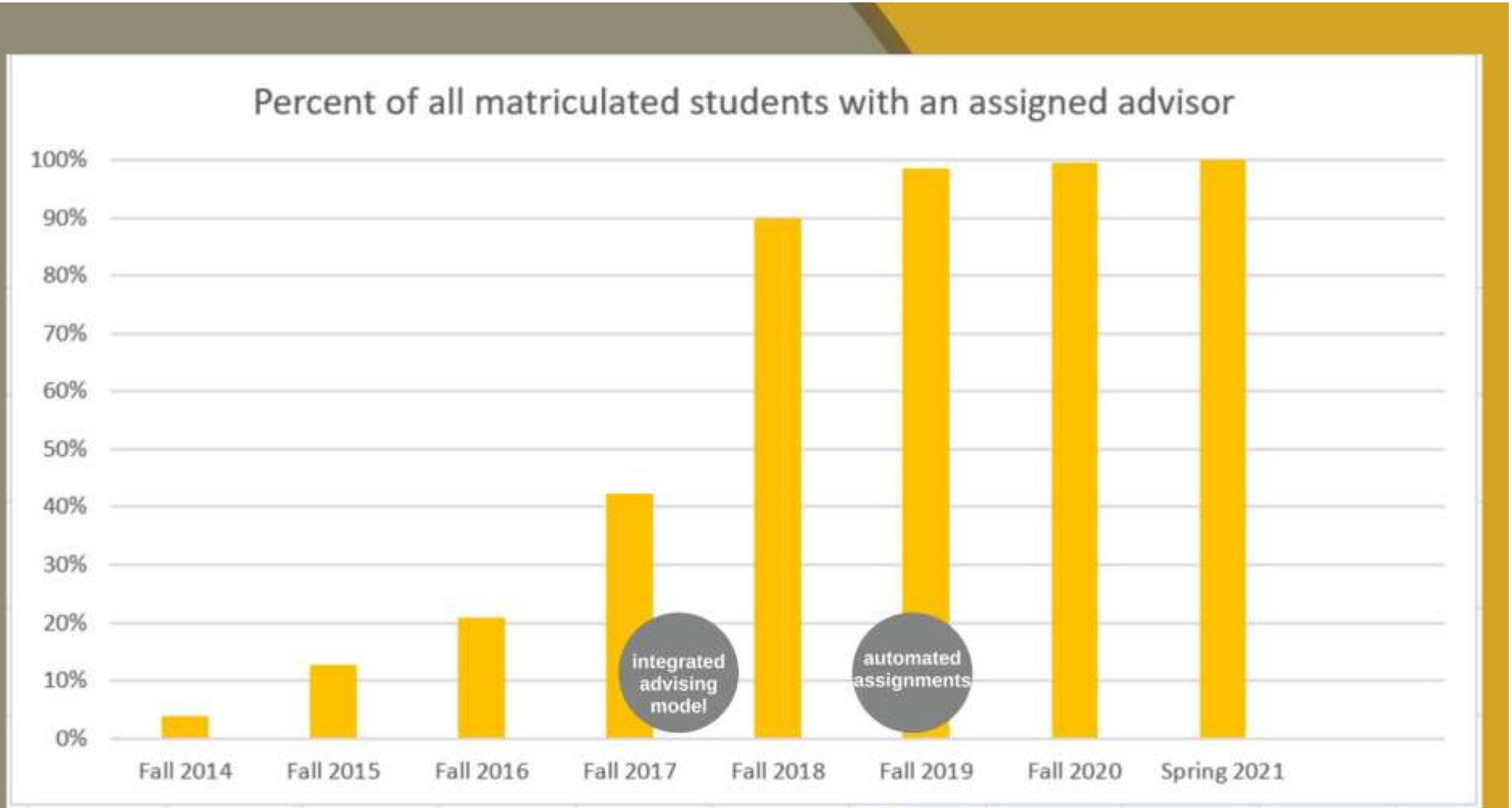
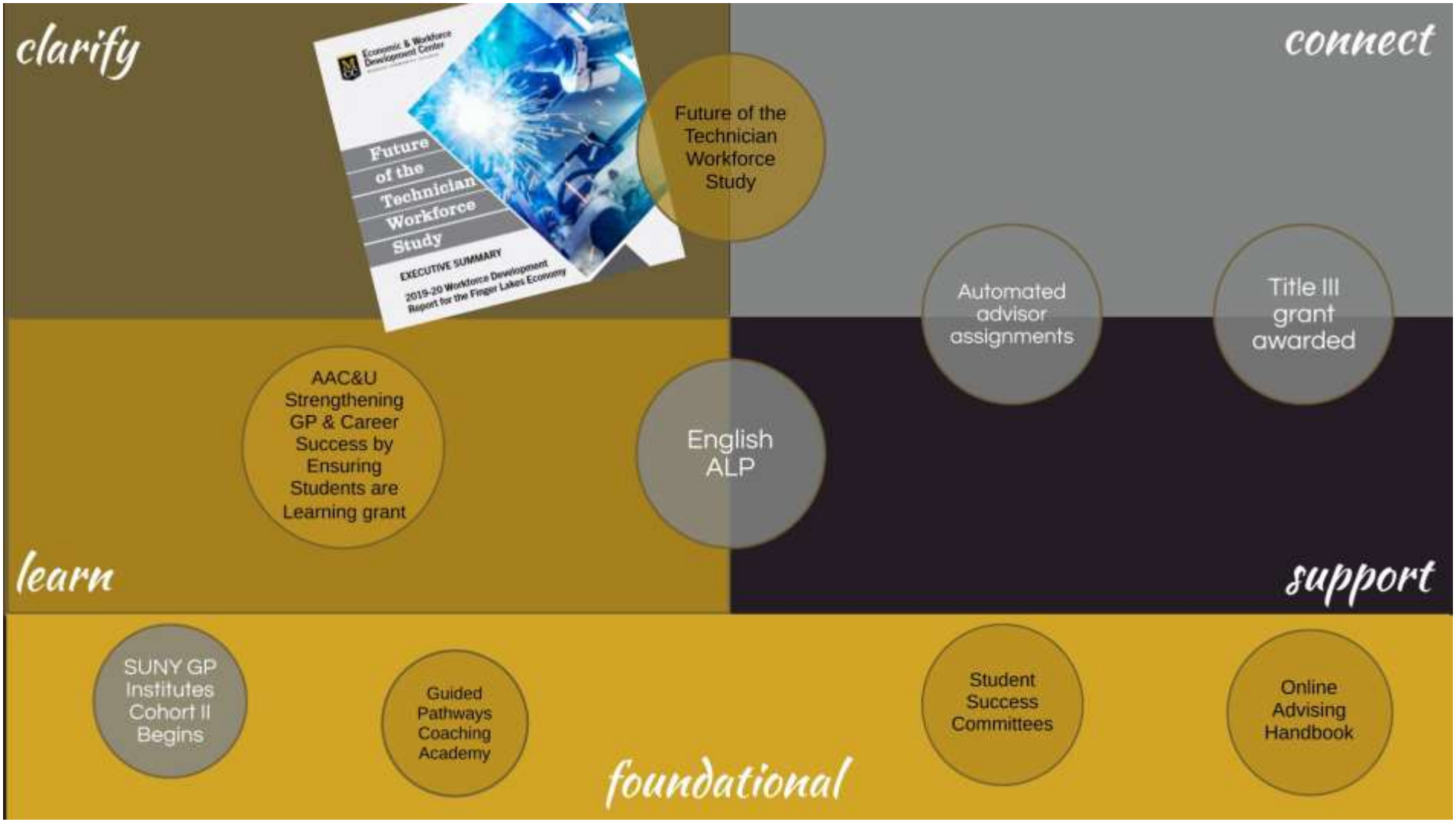

Percent of all matriculated students with an assigned advisor
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
integrated advising model
automated assignments
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Spring 2021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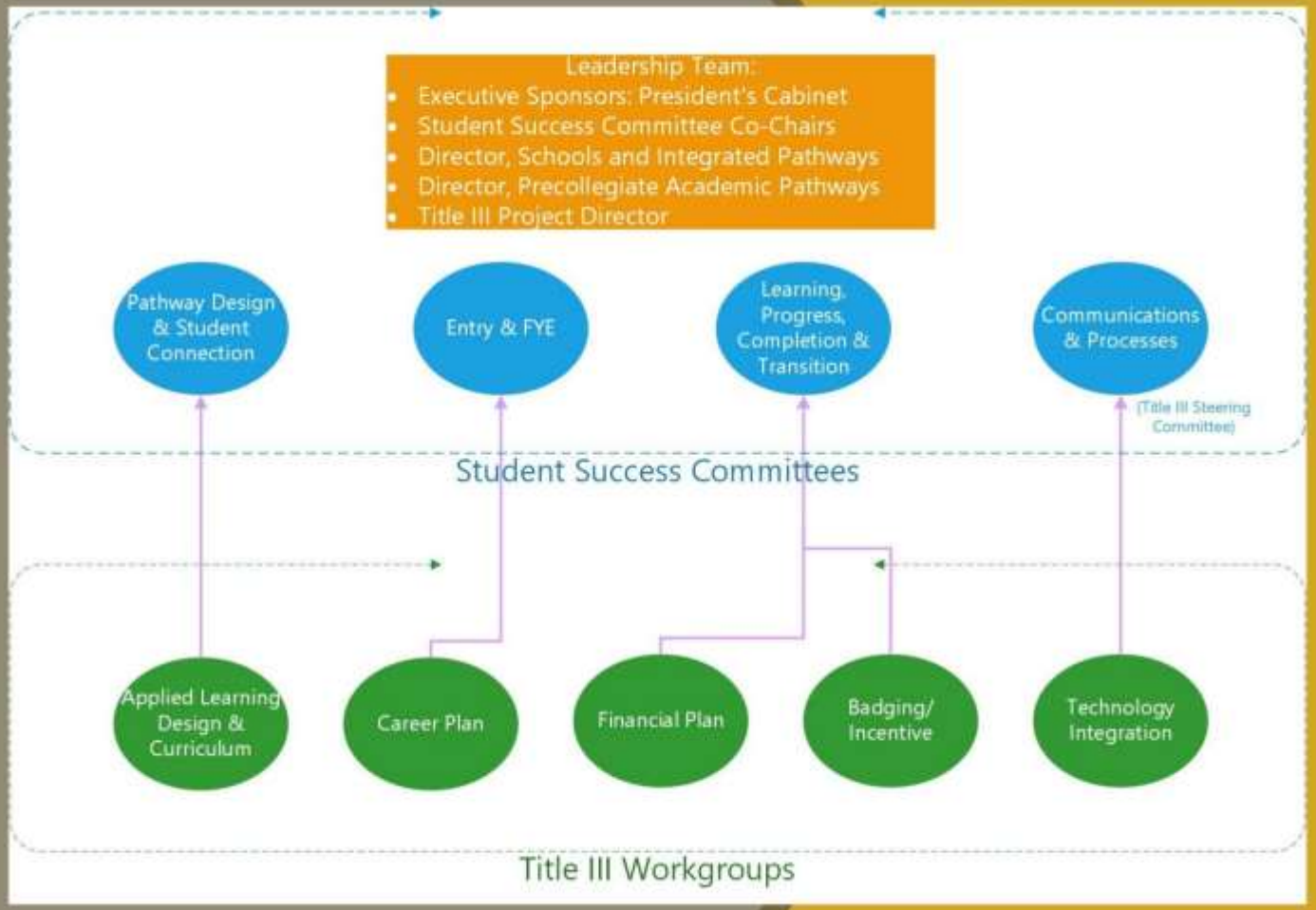
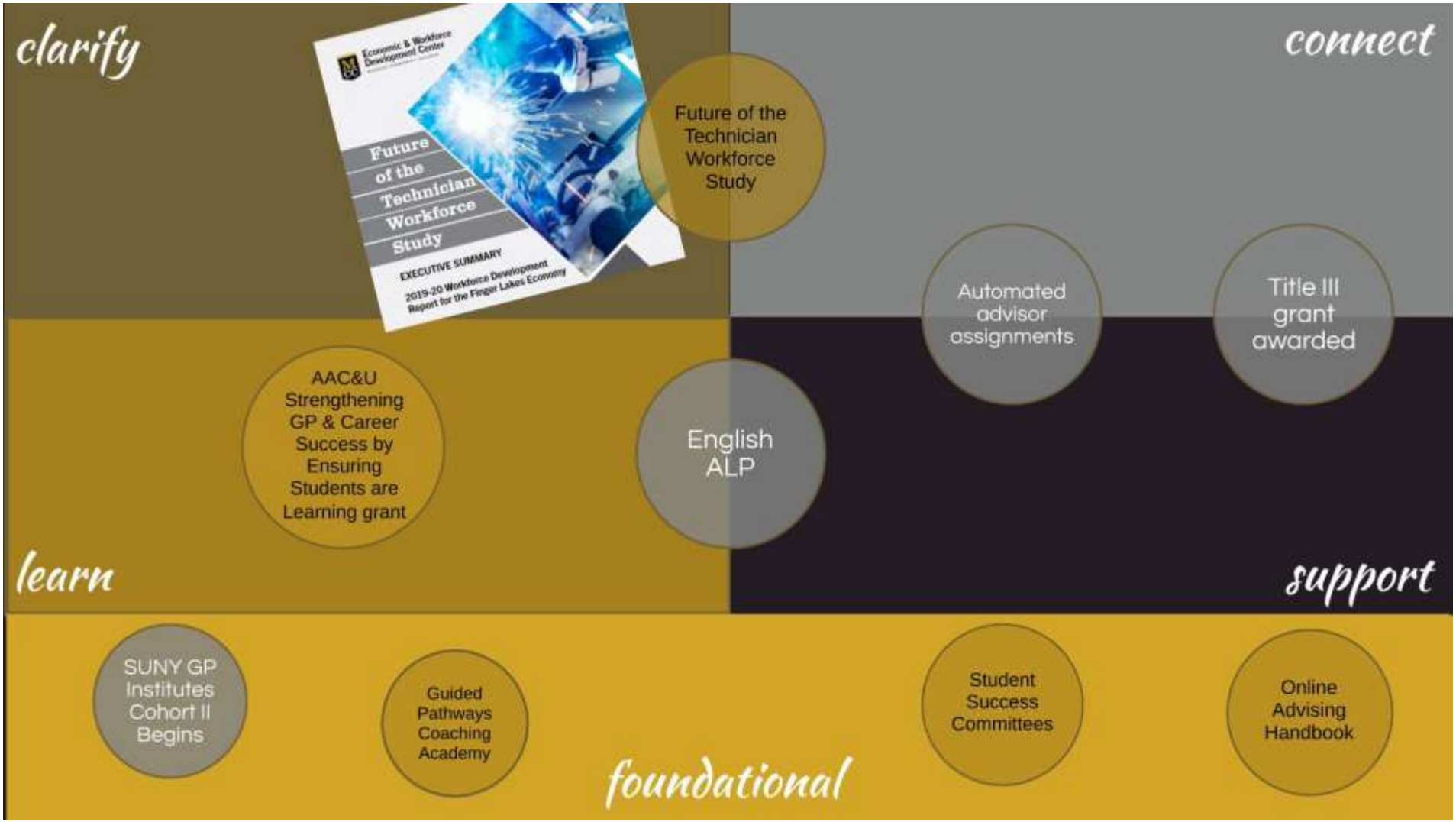

Leadership Team:
Executive Sponsors: President's Cabinet
Student Success Committee Co-Chairs
Director, Schools and Integrated Pathways
Director, Precollegiate Academic Pathways
Title III Project Director
Pathway Design & Student Connection
Entry & FYE
Learning, Progress, Completion & Transition
Communications & Processes
(Title III Steering Committee)
Student Success Committees
Applied Learning Design & Curriculum
Career Plan
Financial Plan
Badging/ Incentive
Technology Integration
Title III Workgroups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DEI Focus

	Fall 2014:		Fall 2019:	
	N	%	*N*	%
Total FTEIC Students in cohort*	**2,793**	100%	**1,846**	100%
Credit Momentum KPIs				
Earned 12+ college credits in 1st term	709	25.4%	580	31.4%
Earned 24+ college credits in year 1**	647	23.2%	445	24.1%
Earned 30+ college credits in year 1**	222	7.9%	184	10.0%
Attempted 15+ credits (any level) in the first term	967	34.6%	828	44.9%
Attempted 30+ credits (any level) in the first year**	782	28.0%	559	30.3%
Gateway Math and English Completion KPIs				
Completed college math in year 1	971	34.8%	596	32.3%
Completed college English in year 1	1,229	44.0%	836	45.3%

	Change 2019 vs 2014		
	BL	*HI*	*WH*
Earned 12+ college credits in 1st term	6.1%	7.9%	8.0%
Earned 24+ college credits in year 1	3.2%	1.8%	1.5%
Completed college math in year 1	-0.4%	-3.7%	-1.6%
Completed college english in year 1	9.9%	4.5%	-2.0%

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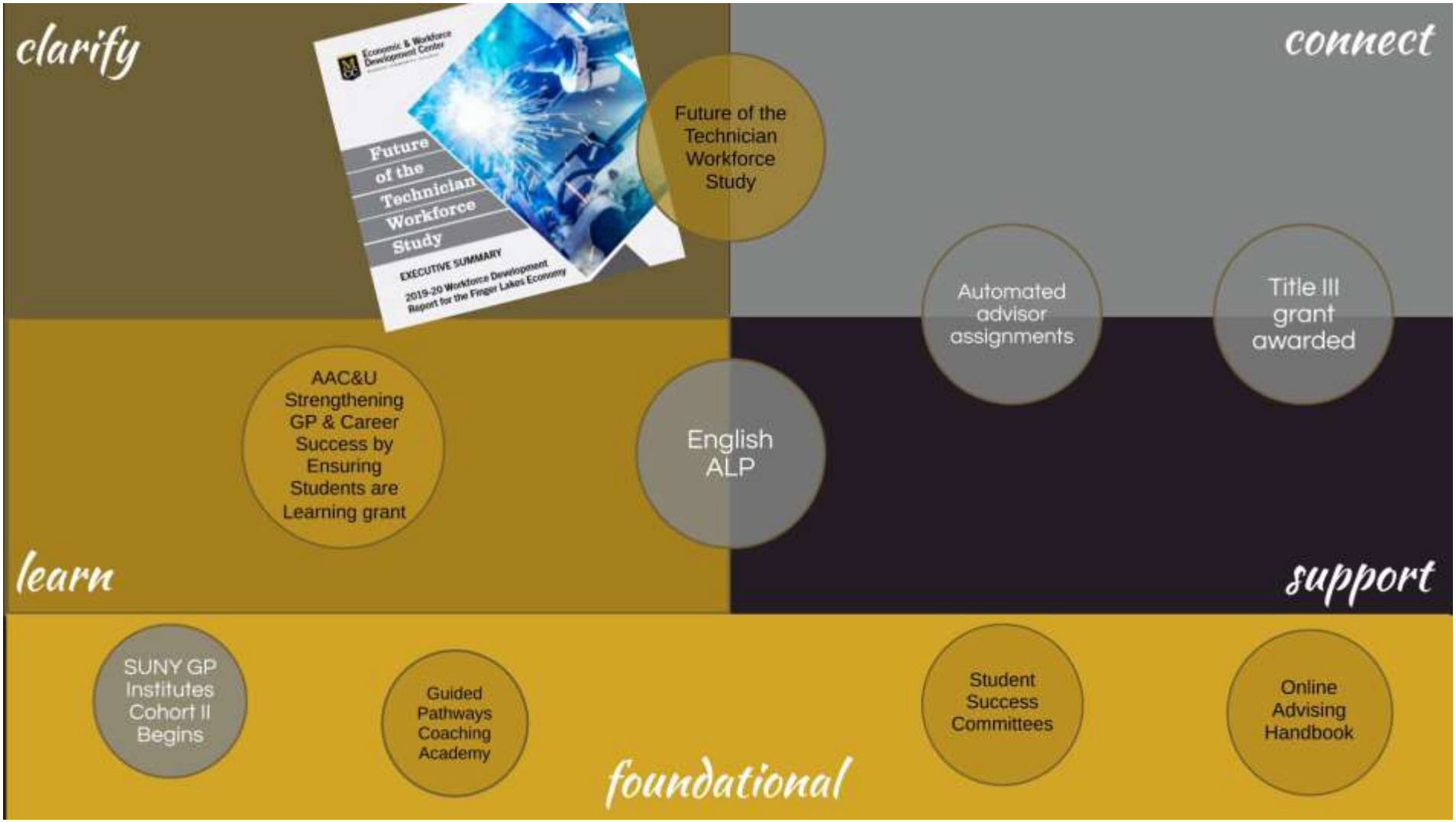
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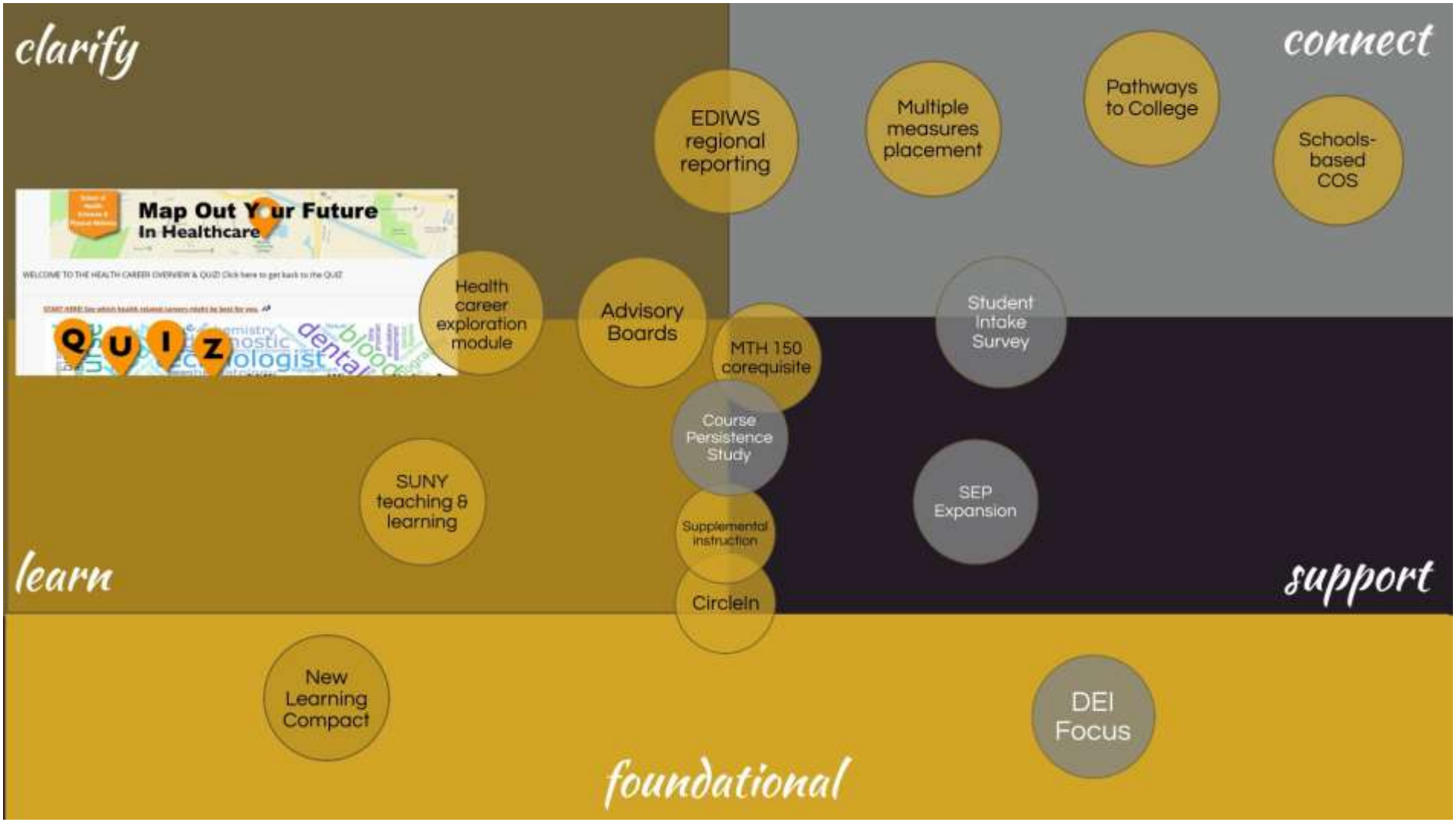
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EDIWS regional reporting
Multiple measures placement
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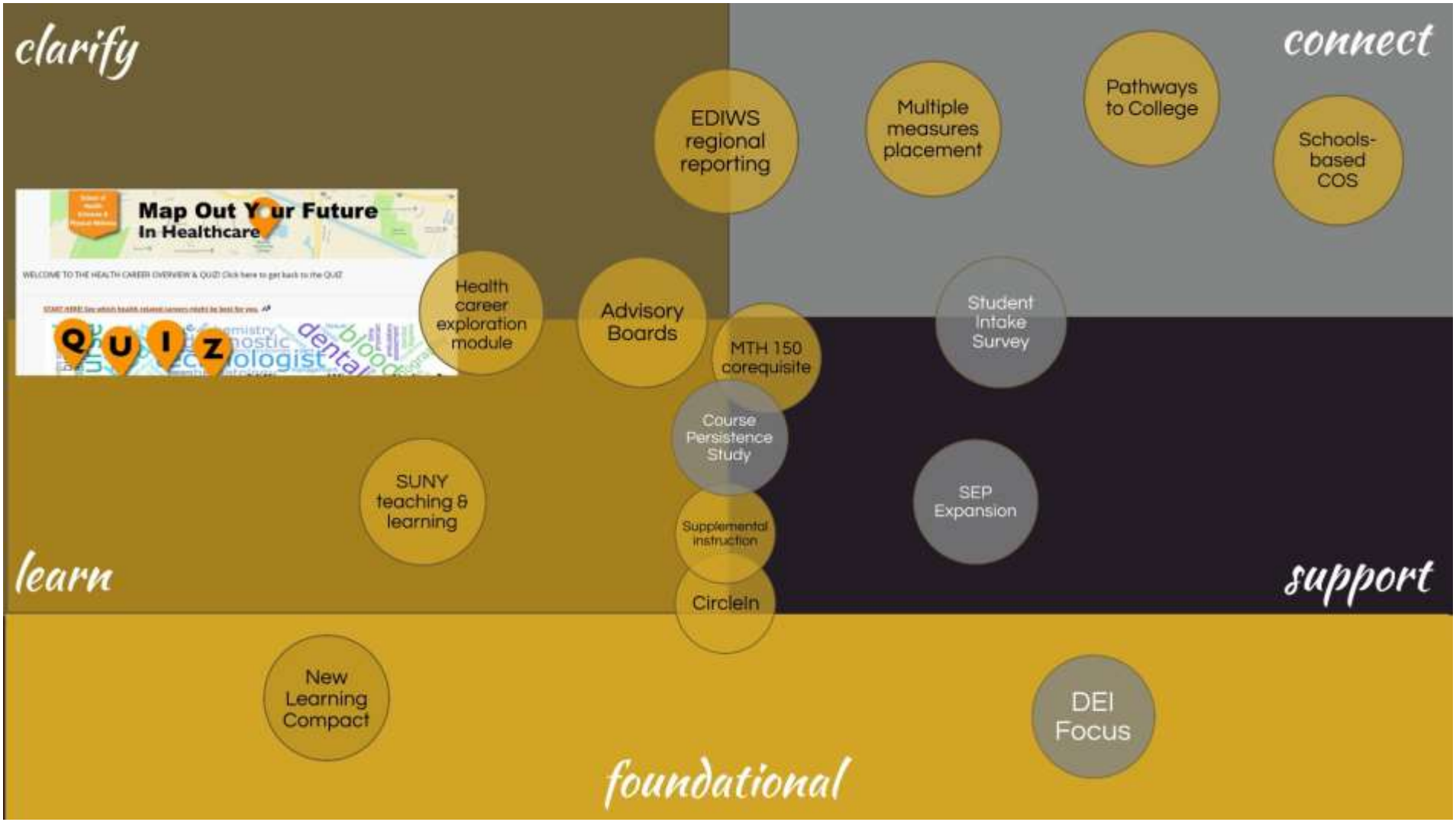
Schools-based COS
Map Out Your Future In Healthcare
QUIZ
Health career exploration module
Advisory Boards
MTH 150 corequisite
Student Intake Survey
Course Persistence Study
SUNY teaching & learning
SEP Expansion
Supplemental instruction
CircleIn
New Learning Compact
DEI Focus

Student Intake Survey

In August 2020 we utilized the Starfish Intake feature for the first time. It was targeted to 2700+ new/incoming students for fall 2020.	
532 students completed the Intake Form	**65** indicated that they did not have a computer or WiFi
	11 indicated that they did not have safe housing
	57 indicated that they wanted information on on-campus housing
	23 indicated that they wanted help with childcare resources
	36 indicated that they have worried about getting enough food in the last six months
	145 indicated that they do not have a financial plan to pay for their classes
	299 indicated that they do not know how to get books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MCC Course Persistence Study

- Reflects TCC equity-related work in the classroom
- Qualitative study to identify factors that are present in courses with high course persistence

C

Culture/community should be developed and welcoming
- Make knowing your students well a top priority
- Engender an open and respectful community/environment conducive to learning
- Extend the community beyond the classroom

A

Attendance *in the course should be essential, but not overly punitive*
- Build a sense of personal responsibility
- Make the classroom experience essential
- Monitor student attendance and step in, when appropriate

R

Recognize *situational dependence of instruction*
- Know that learning and learners are dynamic
- Teach to the students in your classroom
- Hold high expectations, but be reasonably flexible depending on the situation

E

Encourage *student independence with guidance*
- Set students up for success in and out of the classroom
- Be willing to let go as an instructor while remaining accessible

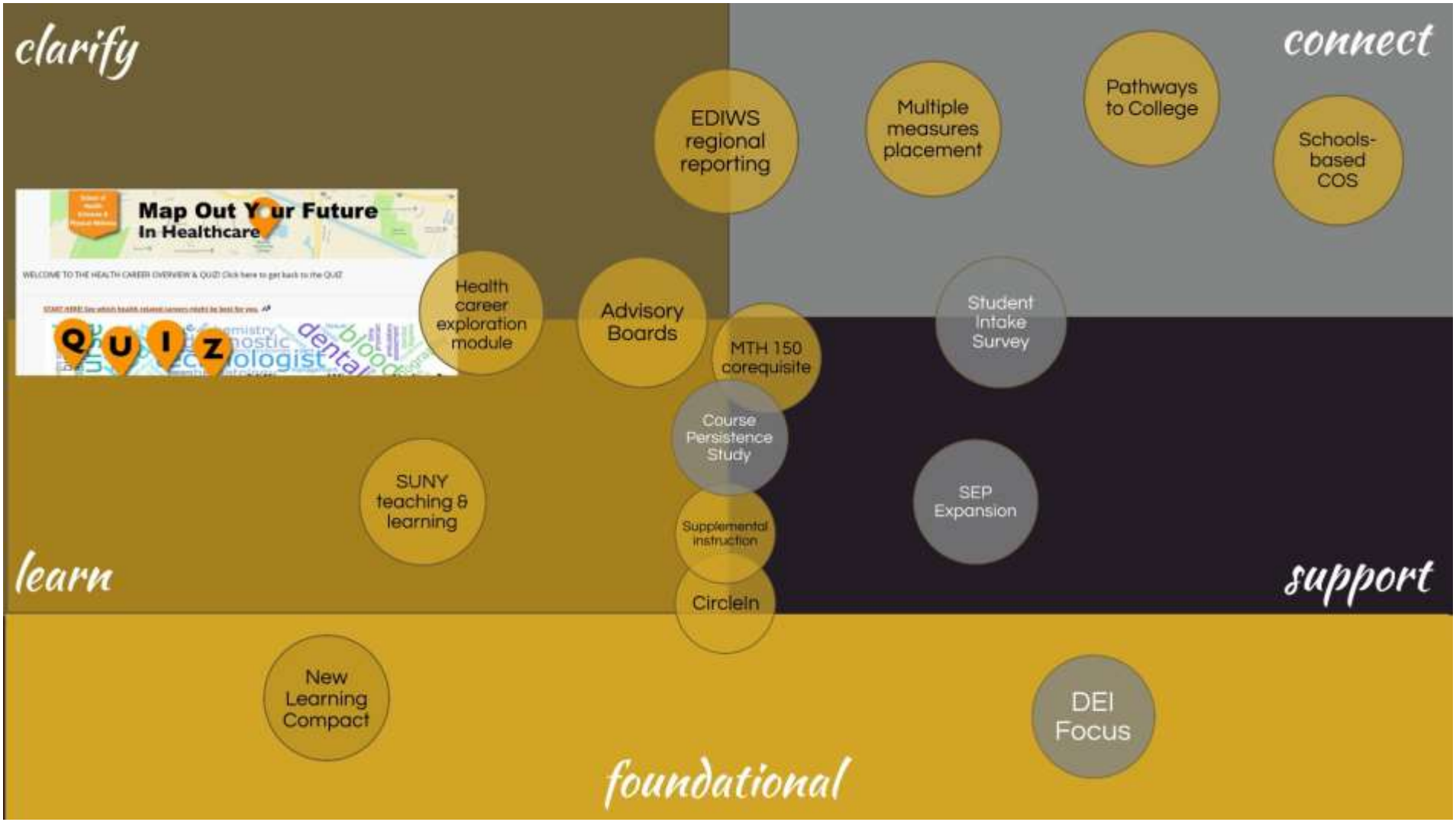
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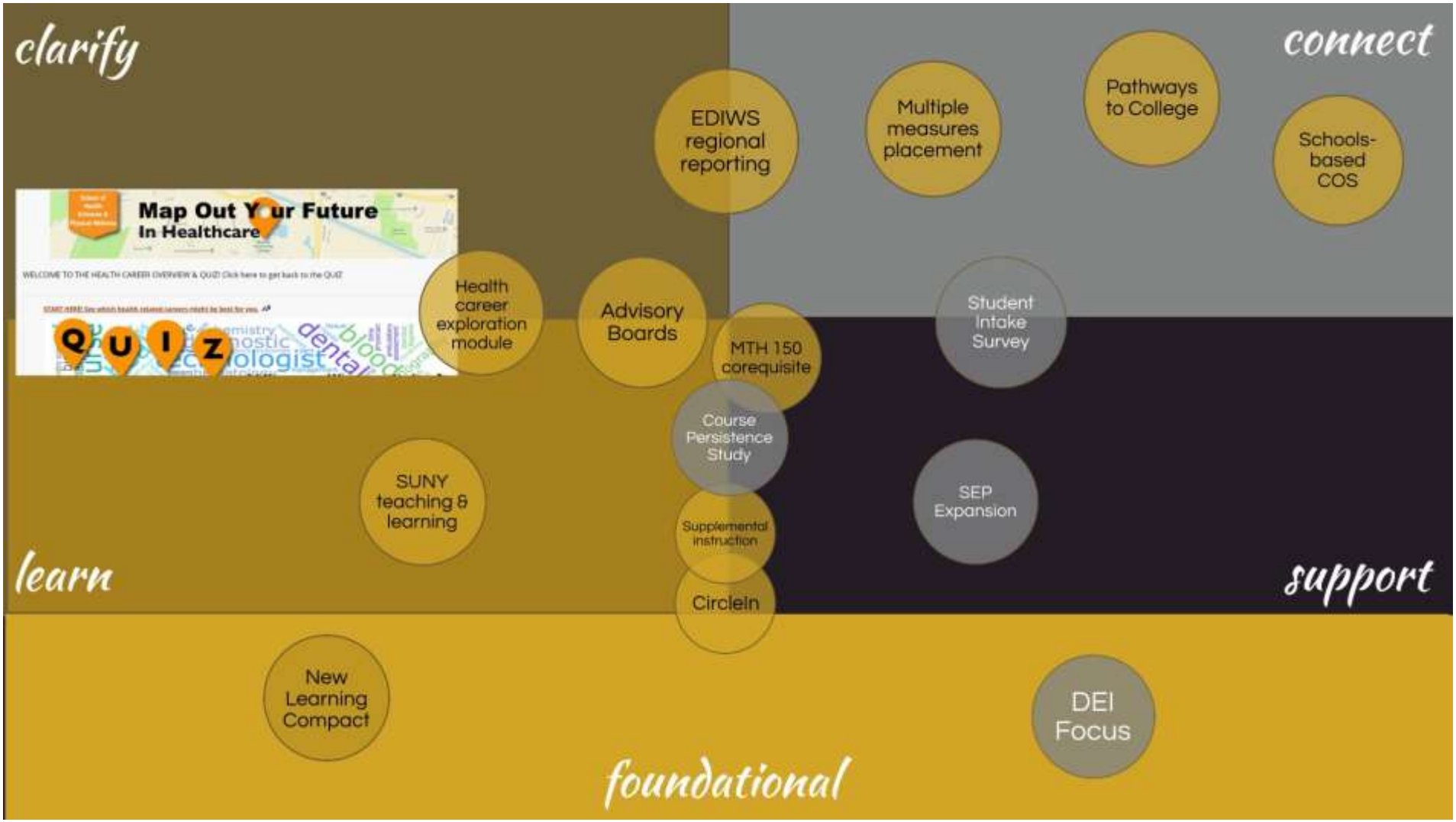
Table 1. 100% Graduation Rate

Computed as of	*2016*	*2017*	*2018*	*2019*	*2020*
Fall Entering Cohort *Pathway Timeline*	2014 -	2015 -	2016 Pilot	2017 Full Implement.	2018 Implement. 2nd year
Graduation Rate-Total	10.1%	11.1%	12.5%	13.8%	12.1%
Graduation Rate-SoC[3]	4.8%	4.8%	5.3%	5.7%	7.4%
-Black	2.5%	2.4%	4.3%	3.9%	3.4%
-Hispanic	6.0%	4.6%	3.4%	5.7%	8.7%
-Asian	10.1%	10.7%	9.6%	11.3%	13.7%
-White	13.9%	8.9%	17.7%	20.3%	15.8%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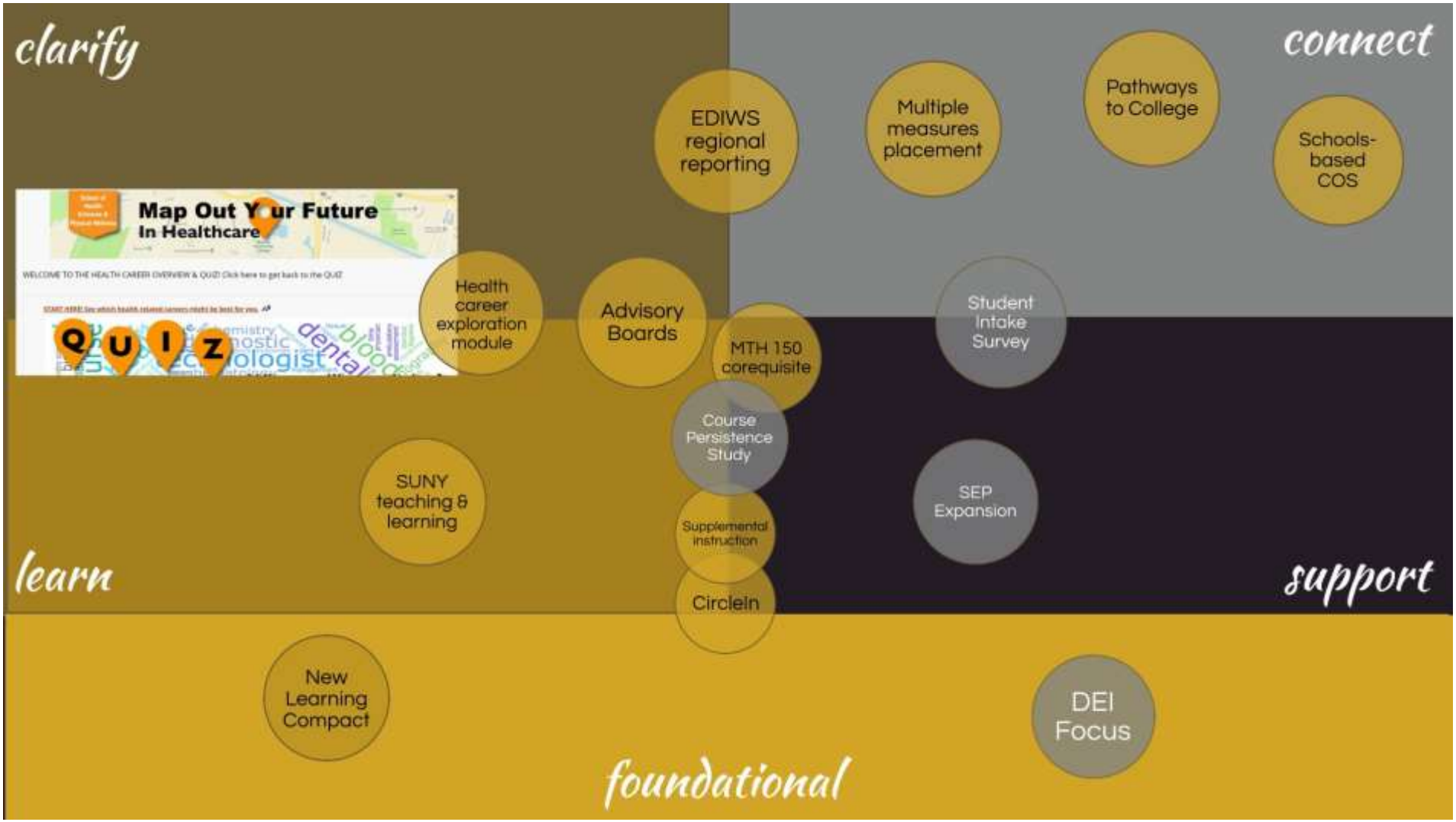
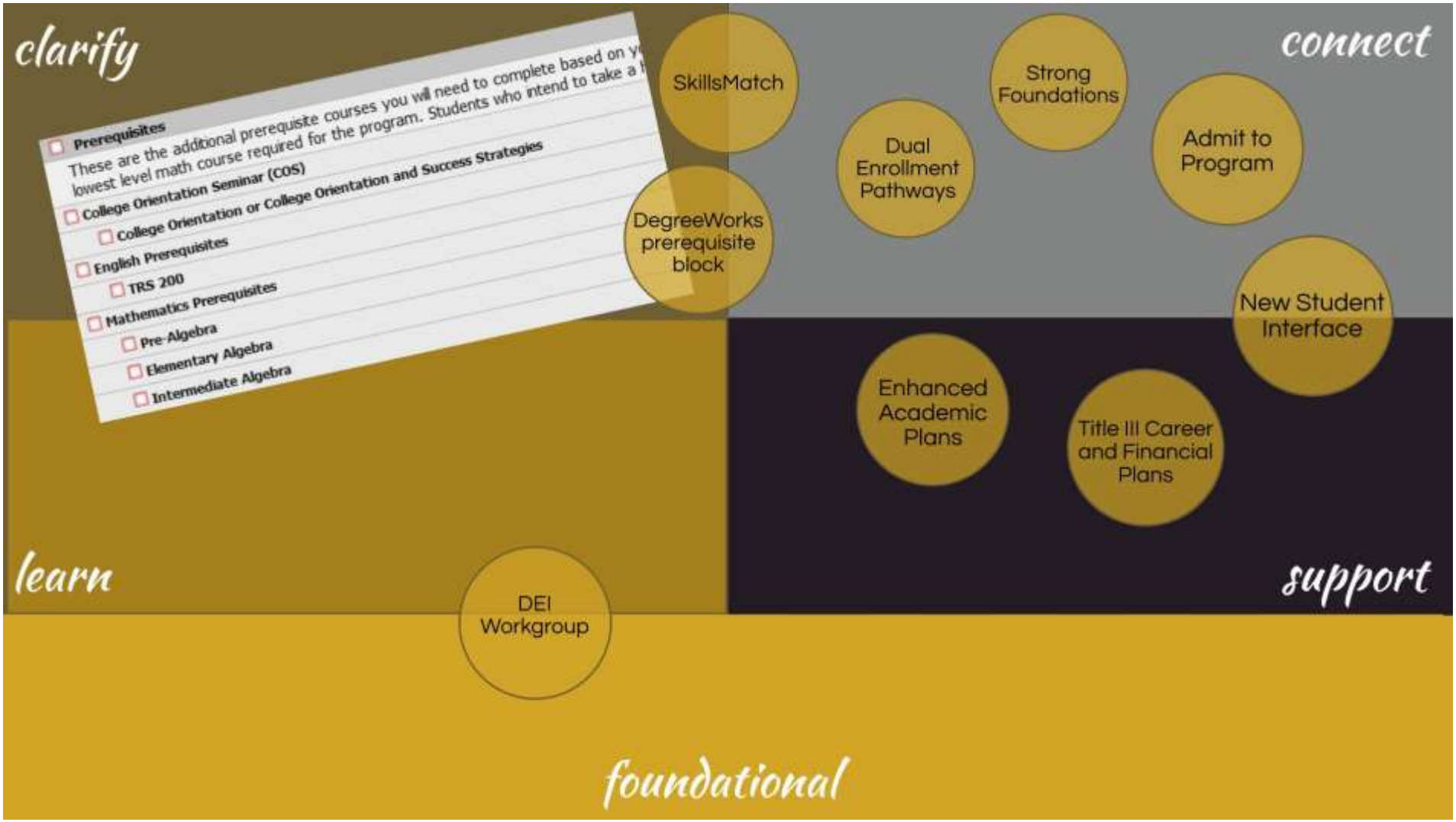
Percent of Matriculated Students with a SEP Plan

Fall 2019	127	1.23%
Spring 2020	235	2.60%
Fall 2020	363	4.07%
Spring 2021	414	5.29%


clarify
connect
learn
support
foundational
EDIWS regional reporting
Multiple measures placement
Pathways to College
Schools-based COS
Map Out Your Future In Healthcare
QUIZ
Health career exploration module
Advisory Boards
MTH 150 corequisite
Student Intake Survey
Course Persistence Study
SUNY teaching & learning
SEP Expansion
Supplemental instruction
CircleIn
New Learning Compact
DEI Focus

Guided Pathways
Town Hall
2017
2018
2016
2019
2015
2021...
...2014
2020
Monroe Community College


clarify
connect
learn
support
foundational
Prerequisites
These are the additional prerequisite courses you will need to complete based on y
lowest level math course required for the program. Students who intend to take a
College Orientation Seminar (COS)
College Orientation or College Orientation and Success Strategies
English Prerequisites
TRS 200
Mathematics Prerequisites
Pre-Algebra
Elementary Algebra
Intermediate Algebra
SkillsMatch
DegreeWorks prerequisite block
Dual Enrollment Pathways
Strong Foundations
Admit to Program
New Student Interface
Enhanced Academic Plans
Title III Career and Financial Plans
DEI Workgroup

Guided Pathways
Town Hall
2017
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2021...
2020
...2014
Monroe Community College

Questions