

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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learn

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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

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

IMPLEMENTATION

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

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

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

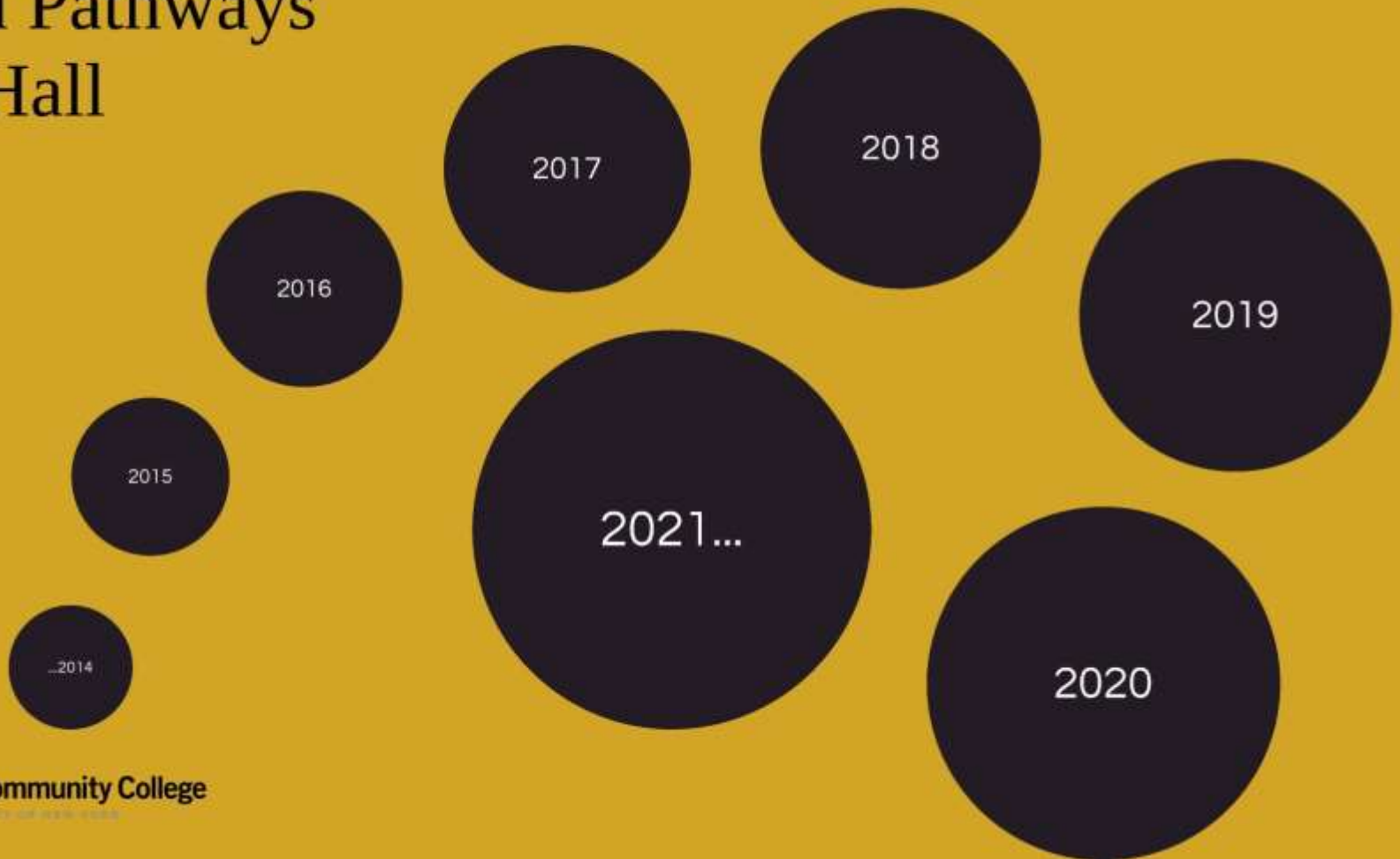
Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

Student Voices



Guided Pathways Town Hall



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ROAD MAP TO SUCCESS

Begin with your end goals in mind and be fully prepared before you apply

- Start by gathering information by using Career Coaches. Discover more and discover careers and educational choices based on your interests and career goals. www.monroecollege.edu/careercoach
- Consider what your career choice might be regarding pathways at MCC. Visit a pathway that matches your educational, career, financial and personal interests. Call Career Services Help.
- Attend MCC open house to meet faculty, staff and campus life and take a tour.
- Apply to MCC and send your pathway. Your pathway at MCC is your selected major and degree you are required to take in your field of study.
- Make sure you provide MCC with your high school diploma or GED along with transcripts from your previously attended institutions if applicable.
- Apply for financial aid. Learn about grants, loans, scholarships. Begin to think about the financial planning needed to college to help you make good decisions about your money.

Before your first semester begins

- If you are asked to take the placement test, do so promptly. The test indicates where you register your course of study. It is important to brush up! www.monroecollege.edu/testingcenter
- Complete your placement test by appointment or walk-in.
- Activate your electronic account. MyMCC is your one stop access for Blackboard, Email, Canvas, and Access to your classes.
- Check your MCC student email regularly. It's the vehicle means of communication of the College and Access to your classes.
- Continue to refine your career planning. Use FOCUS to help you gain a better understanding of your options and assist you in making smart career decisions.
- Make an appointment with your professional pathway advisor. Engaging in academic achievement is critical to your career in transfer plans. Always a transfer by transfer pathway plan, and connect with resources and co-curricular opportunities.
- Review your transcript for missing credits, or other opportunities to ensure you have the credits and package.
- Confirm your transportation, housing, childcare, or other responsibilities to ensure you have the support needed to manage your college schedule.
- Attend Orientation. Most often live classes, familiarize yourself with the campus and learn important information you will need to be successful in college.
- Get your MCC Photo ID. This multipurpose identification card is important for use of College services and facilities.
- Shop for your textbooks and other supplies. www.monroecollege.edu/booksandcourses

By the time you have completed 15 credits

- Explore opportunities offered by your School. Your School is your academic home that will help you and staff who will support your personal success at the College.
- Connect with your assigned advisor. Assist in your pathway, review your schedule by semester pathway plan, discuss courses for the upcoming semester and learn about resources to help you stay on your path.
- Visit the Learning and Academic Resource Center (LARC). Learn about academic resources, your advisor, and other staff, and seeking resources to help you become a self-regulated learner.

Career Coach

Starfish implementation

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Roadmap
Project

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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



Inspiring every day.

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Career Coach

Starfish implementation

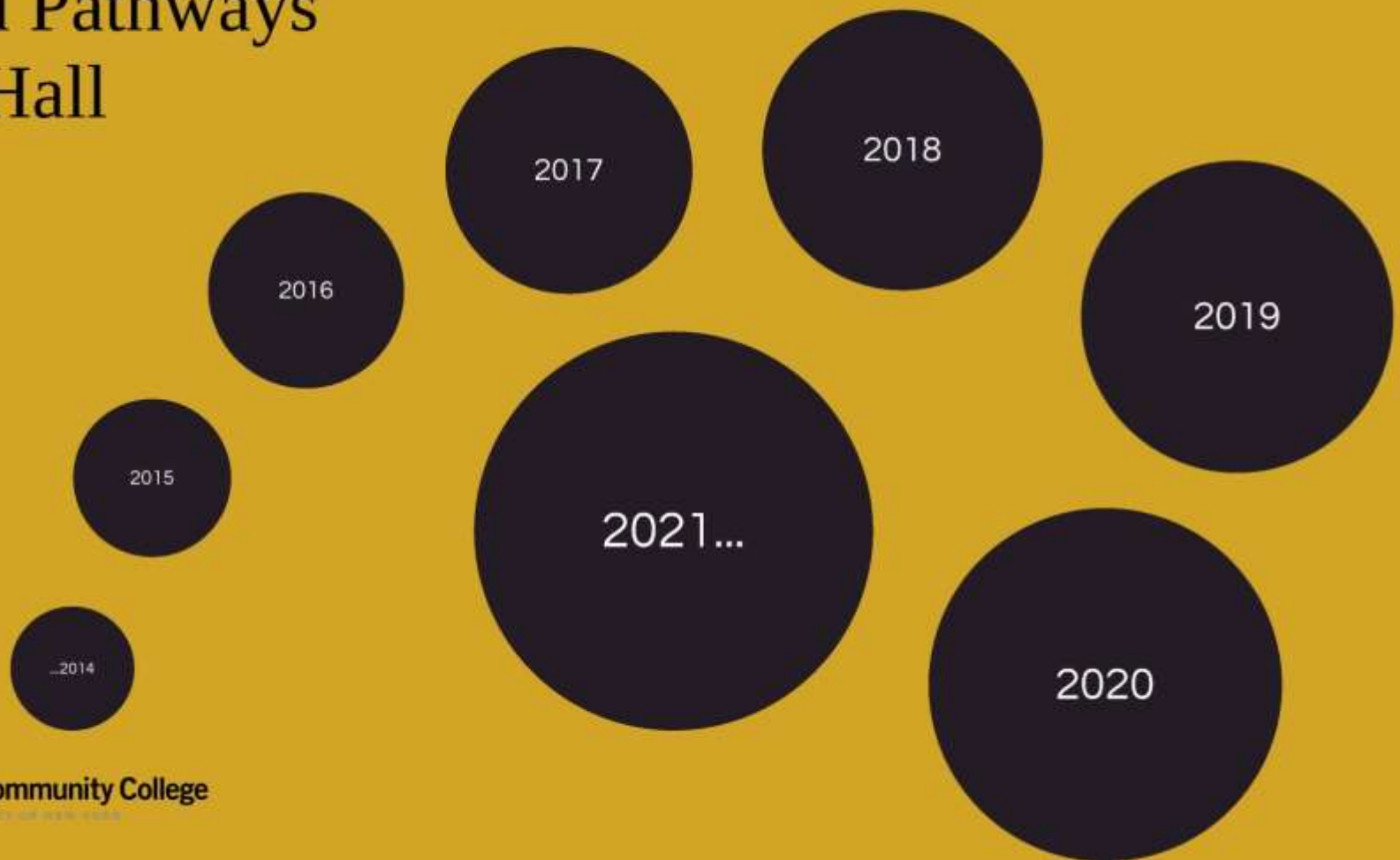
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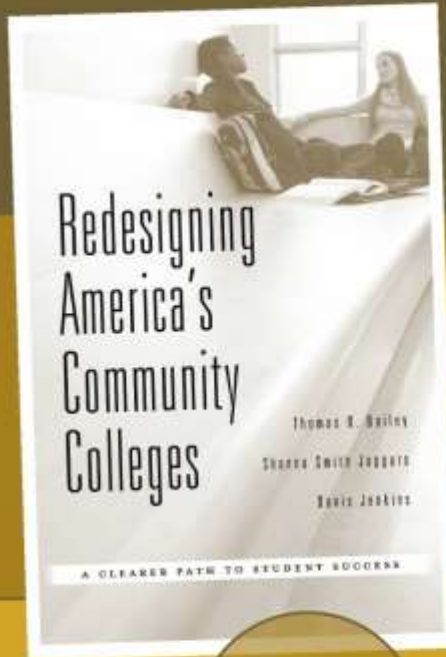
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EDIWS
program-
based
economic
analysis report



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AACC
Pathways
Project

Essential
Discussions
symposium

College-wide
committees
informing guided
pathways design

foundational

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 324 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 (\$)
Total Economic Impact in 2014	\$1,814
Initial Effect	\$1,046
Direct Effect	\$173
Indirect Effect	\$36
Induced Effect	\$590

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

Field	Value
Number of Completers in Workforce in 2014	324
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

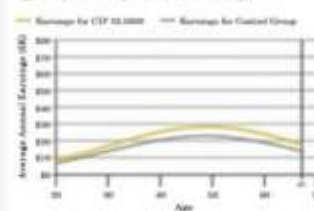
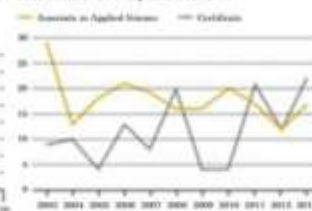


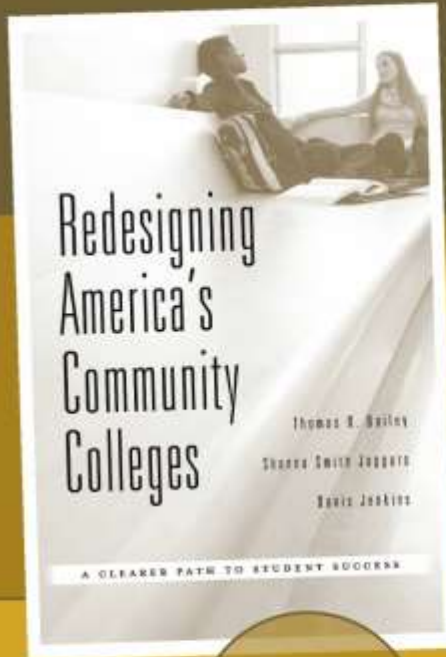
FIGURE A2: MCC Completers 2003-2014



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EDIWS
program-
based
economic
analysis report



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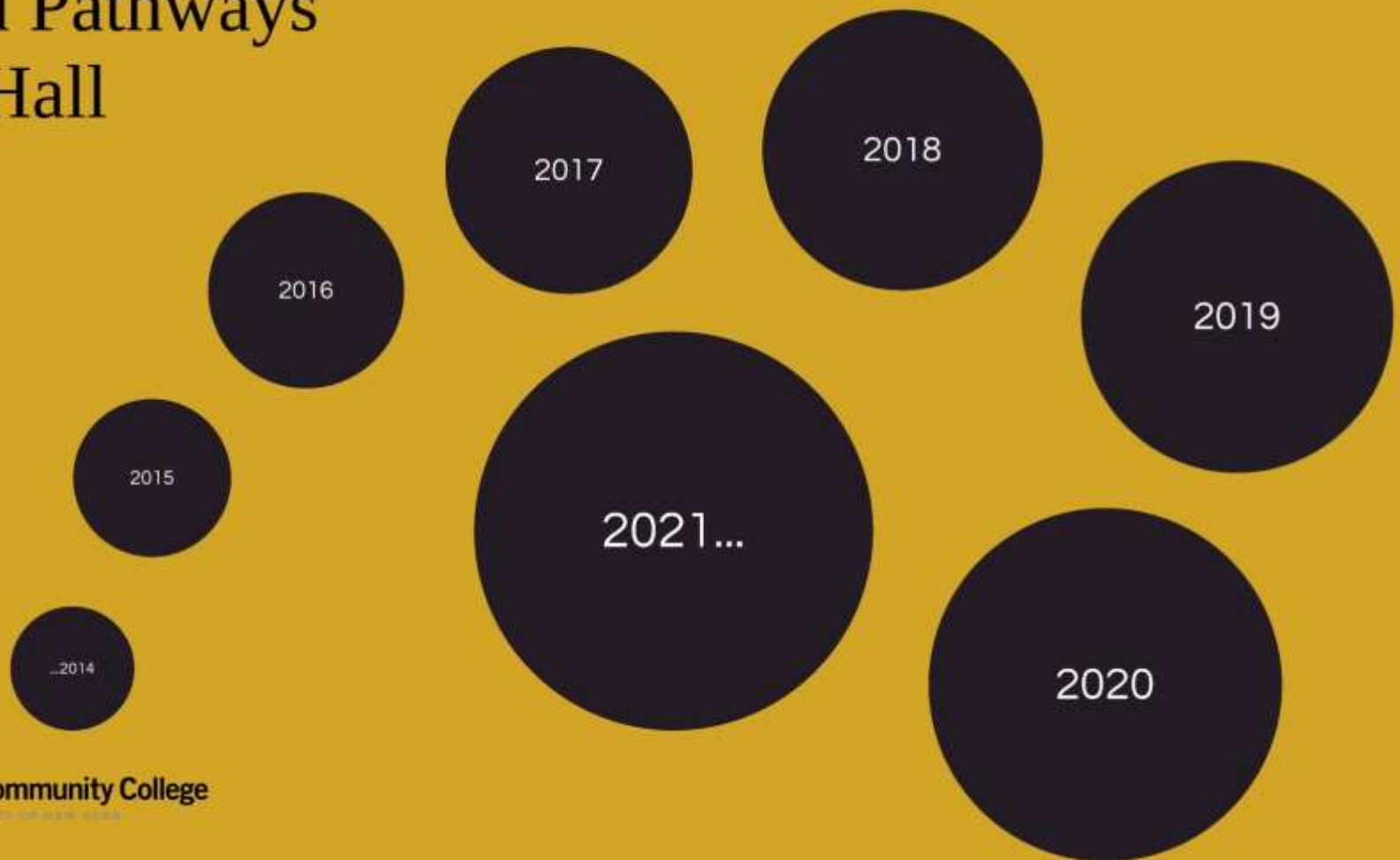
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launch

Launch of
Schools @
MCC



Scaling of
OERs

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Culmination of
committee
design work

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Pathways
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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



Schools @ MCC

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Launch of
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Scaling of
OERs

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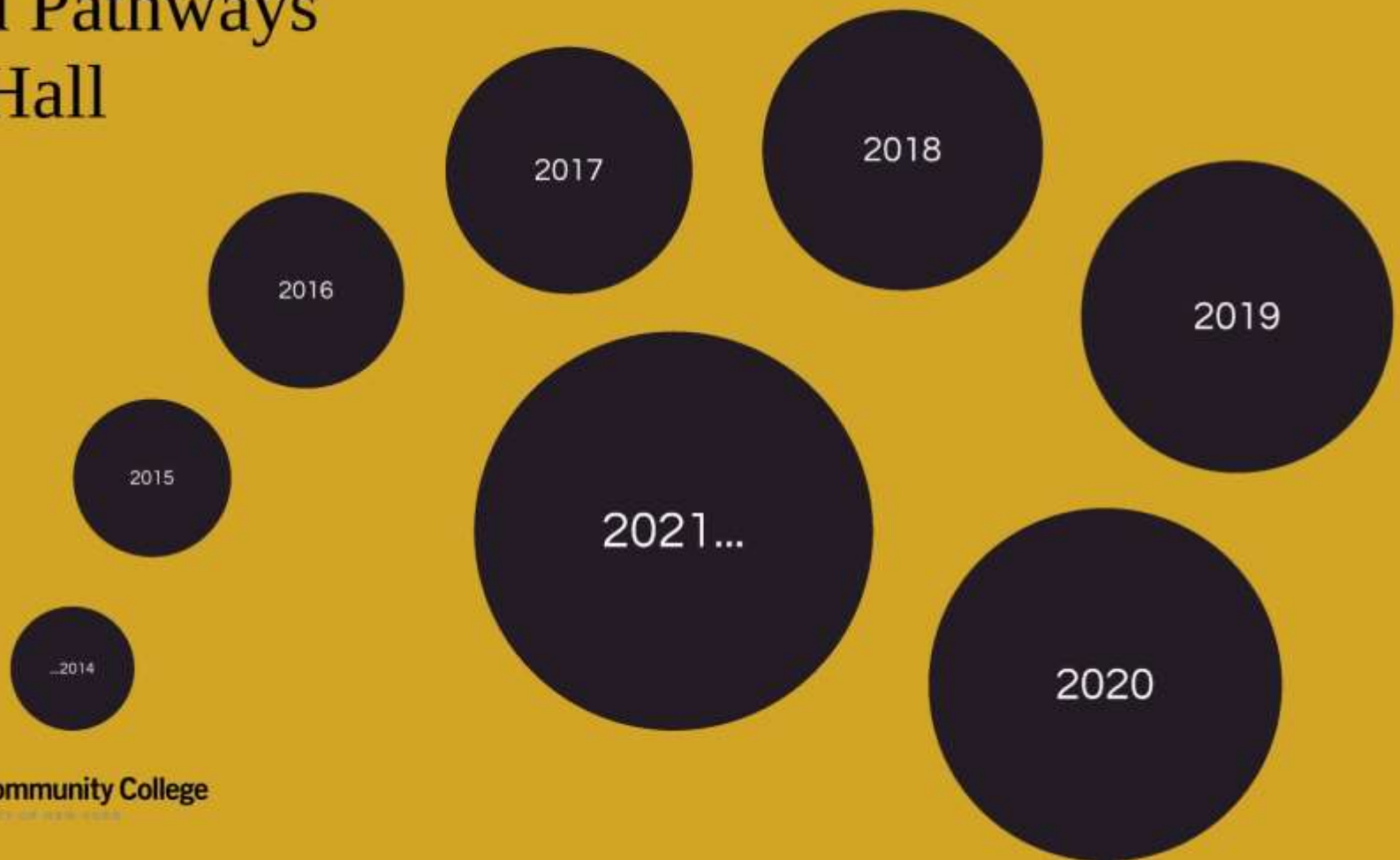
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committee
design work

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Formation of
Integrated
Advising
Board

Civitas
Schedule
Planner
implementation

Civitas
nudge
messaging

learn



Beginning of
SUNY Guided
Pathways
Institutes



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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

Professional Development

Advising Courses



- ADV 104: DegreeWorks
- ADV 106: Transfer Finder Training
- ADV 108: Interpreting High School Transcripts
- ADV 110: Introduction to Financial Aid
- ADV 111: Satisfactory Academic Progress
- ADV 112: MCC General Education
- ADV 115: Health Related Program Information
- ADV 121: Advising for Mathematics Courses
- ADV 123: Veteran Services: Navigating Military Education Benefits

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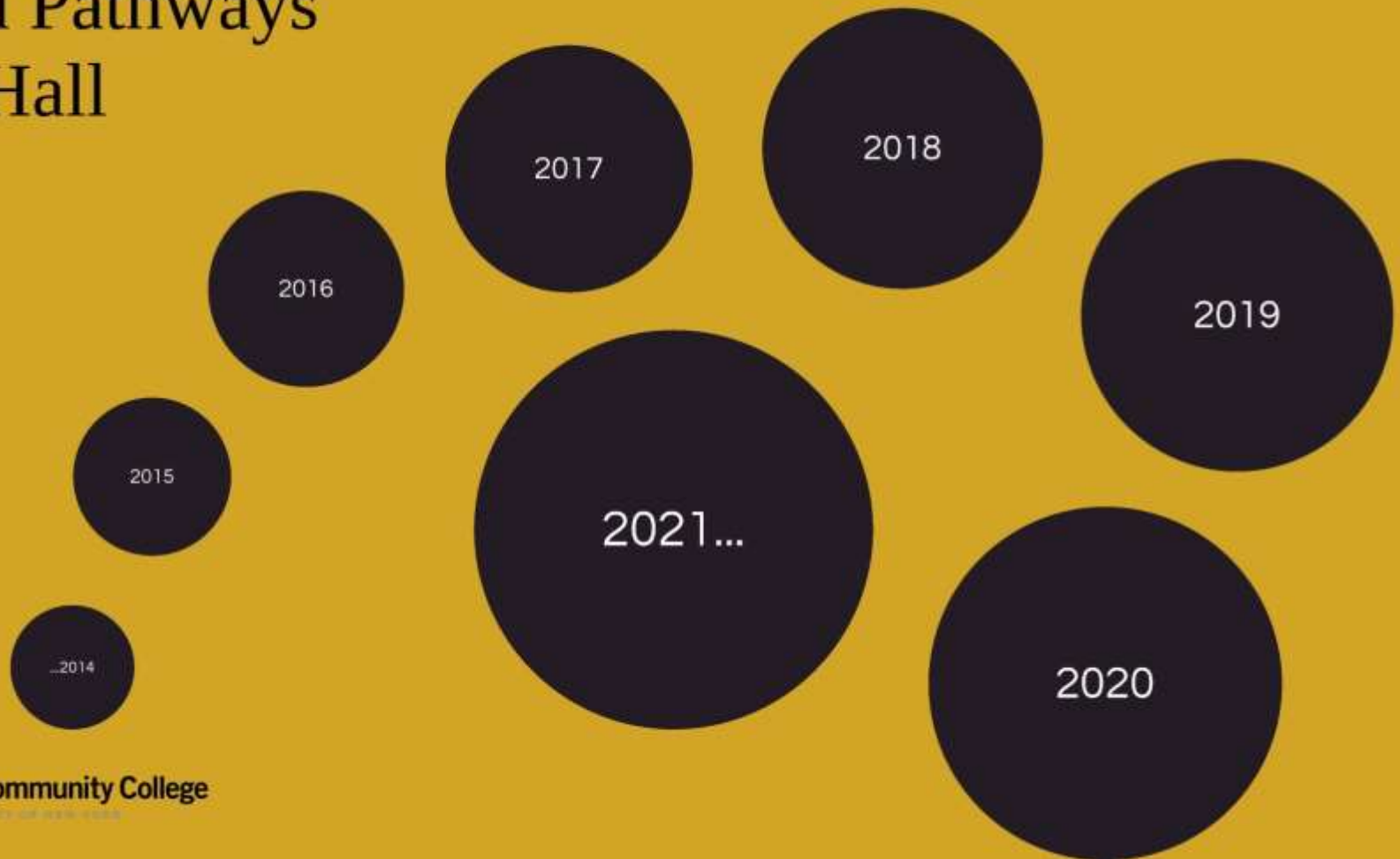
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MCC CURRICULUM OVERVIEW
BUSINESS ADMINISTRATION
A.S. DEGREE - Transfer Program
Program Code: BU01

Distribution Requirements	Credit Hours
FIRST SEMESTER	
ENG 101 College Composition OR	3
ENG 200 Advanced Composition	3
MTH 100 College Algebra OR higher**	3
ACC 101 Accounting Principles I	3
BUS 100 Introduction to Business	2
MCC GENERAL EDUCATION - HEALTH AND WELLNESS (MCC-HEW) ELECTIVE	15
First Semester Total:	22
SECOND SEMESTER	
MTH 100 Statistics I	3
ACC 102 Accounting Principles II	3
MAR 200 Principles of Marketing	3
MCC GENERAL EDUCATION - HUMANITIES (MCC-HUM) ELECTIVE***	3
MCC GENERAL EDUCATION - OTHER HUMANITIES (MCC-OTH) ELECTIVE	3
MCC GENERAL EDUCATION - WORLD CIVILIZATION (MCC-WC) ELECTIVE	3
Second Semester Total:	16
THIRD SEMESTER	
BUS 201 Business Law I	3
BUS 204 Management Theory and Practice OR	3
BUS 200 Organizational Behavior	3
ECC 111 Principles of Macroeconomics	3
MCC GENERAL EDUCATION - THE ARTS (MCC-ART) ELECTIVE	3

SUNY GENERAL EDUCATION - FOREIGN LANGUAGES (SUNY-FL) ELECTIVE†	3
MCC GENERAL EDUCATION - CONCENTRATION ELECTIVE††	15
Third Semester Total:	18
FOURTH SEMESTER	
MTH 101 Statistics II or higher**	3
BUS 200 Applied Business Applications	3
ECC 102 Principles of Microeconomics	3
MCC GENERAL EDUCATION - NATURAL SCIENCE (SUNY-NS) ELECTIVE†††	3-4
MCC GENERAL EDUCATION - CONCENTRATION ELECTIVE††	2-3
Fourth Semester Total:	14-16
TOTAL CREDITS:	66-62

* The student should first consult with faculty advisor to ensure the appropriate selection of concentration courses to meet the student's transfer and career goals. Refer to sections 2-12.D and 2-12.E of the Student Handbook for more information.
 ** Math course placement may vary by institution. The student should consult with faculty advisor to ensure the appropriate selection of math courses based on their placement test score.
 *** Choose from ENG 102 or BUS 110, 105, 105 or 200 or any other course approved by the institution.

Revised: 03/09/2021
 The online version contains the most current curriculum information as it is amended when updates are approved. View the online catalog at: <http://www.mcc.edu/catalog>

Four-semester sequences confirmed for all pathways

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Creation of the Integrated Advising Model

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Creation of the Tutoring & Academic Assistance Center

DWIGHT

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SUNY Student Assembly endorses Guided Pathways

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TAAC Impact

8.2%
overall

11.6%
students in 1st term

lift in
persistence
for students
who
attended
the TAAC

clarify

MCC CURRICULUM OVERVIEW
BUSINESS ADMINISTRATION
A.S. DEGREE - Transfer Program
 Program Code: BU01

Distribution Requirements	Credit Hours
FIRST SEMESTER	
ENG 101 College Composition OR	3
ENG 200 Advanced Composition	3
MTH 100 College Algebra OR higher**	3
ACC 101 Accounting Principles I	3
BUS 100 Introduction to Business	2
MCC GENERAL EDUCATION - HEALTH AND WELLNESS (MCC-HEW) ELECTIVE	15
First Semester Total:	15
SECOND SEMESTER	
MTH 100 Statistics I	3
ACC 102 Accounting Principles II	3
MAR 200 Principles of Marketing	3
MCC GENERAL EDUCATION - HUMANITIES (MCC-HUM) ELECTIVE	3
SUNY GENERAL EDUCATION - OTHER HUMANITIES (SUNY-HE) ELECTIVE	3
SUNY GENERAL EDUCATION - WORLD CIVILIZATION (SUNY-WC) OR	3
SUNY GENERAL EDUCATION - MODERN CIVILIZATION (SUNY-MC) ELECTIVE	16
Second Semester Total:	16
THIRD SEMESTER	
BUS 201 Business Law I	3
BUS 204 Management Theory and Practice OR	3
BUS 200 Organizational Behavior	3
ECON 101 Principles of Macroeconomics	3
SUNY GENERAL EDUCATION - THE ARTS (SUNY-ART) ELECTIVE	3
Third Semester Total:	15
FOURTH SEMESTER	
MTH 101 Statistics II or higher**	3
BUS 200 Applied Business Applications	3
ECON 102 Principles of Microeconomics	3
SUNY GENERAL EDUCATION - NATURAL SCIENCE (SUNY-NS) ELECTIVE	3.4
Fourth Semester Total:	14.75
TOTAL CREDITS:	60.62

** The student should first consult with faculty advisor to ensure the appropriate selection of concrete prior courses to meet the student's transfer and career goals. Refer to sections 2-12 that describe the transfer and articulation agreements. ** Contact the advising instructor for guidance.
 *** Math course placement may vary by student. The student should consult with faculty advisor to ensure the appropriate selection of math courses based on their placement to meet the student's transfer and career goals.
 **** Choose ENG 102 or BUS 110, 103, 105, or 200 as the elective from SUNY-ART. May not include performance or studio activities. See an advisor for recommendations.
 ***** ENG 101
 ***** Students from SUNY-ART may not include performance or studio activities. See an advisor for recommendations.
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Four-semester sequences confirmed for all pathways

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Creation of the Integrated Advising Model

learn

Creation of the Tutoring & Academic Assistance Center

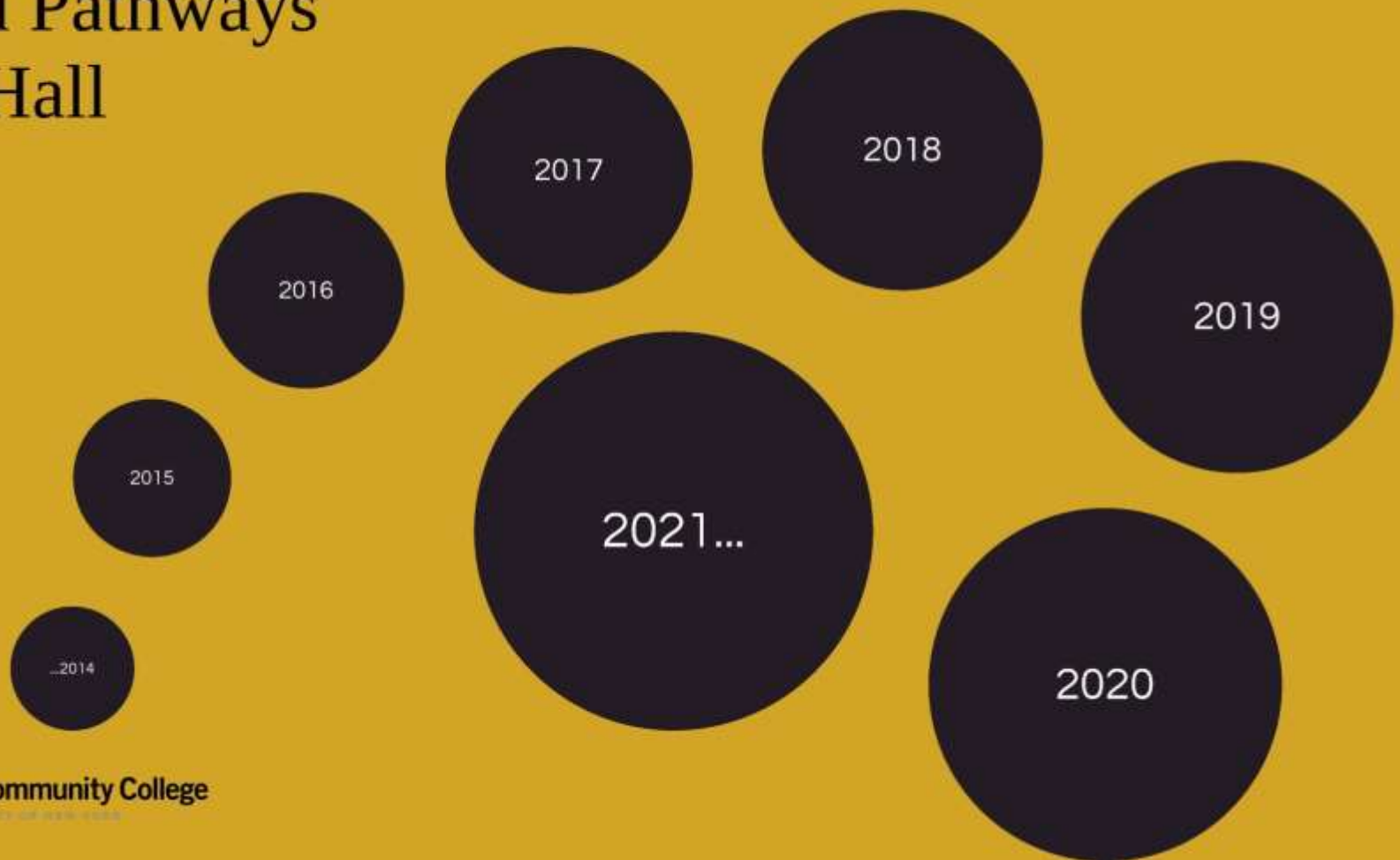
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Future of the Technician Workforce Study

connect

Automated advisor assignments

Title III grant awarded

AAC&U Strengthening GP & Career Success by Ensuring Students are Learning grant

English ALP

learn

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SUNY GP Institutes Cohort II Begins

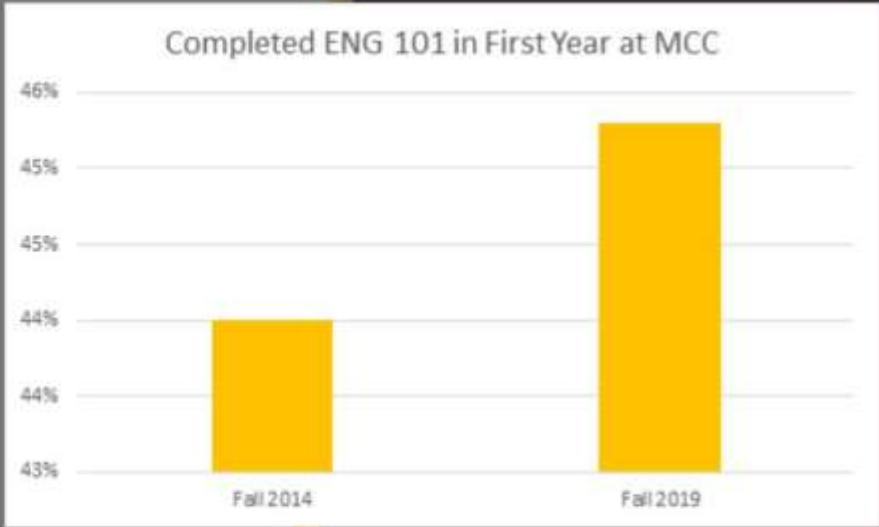
Guided Pathways Coaching Academy

Student Success Committees

Online Advising Handbook

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English ALP



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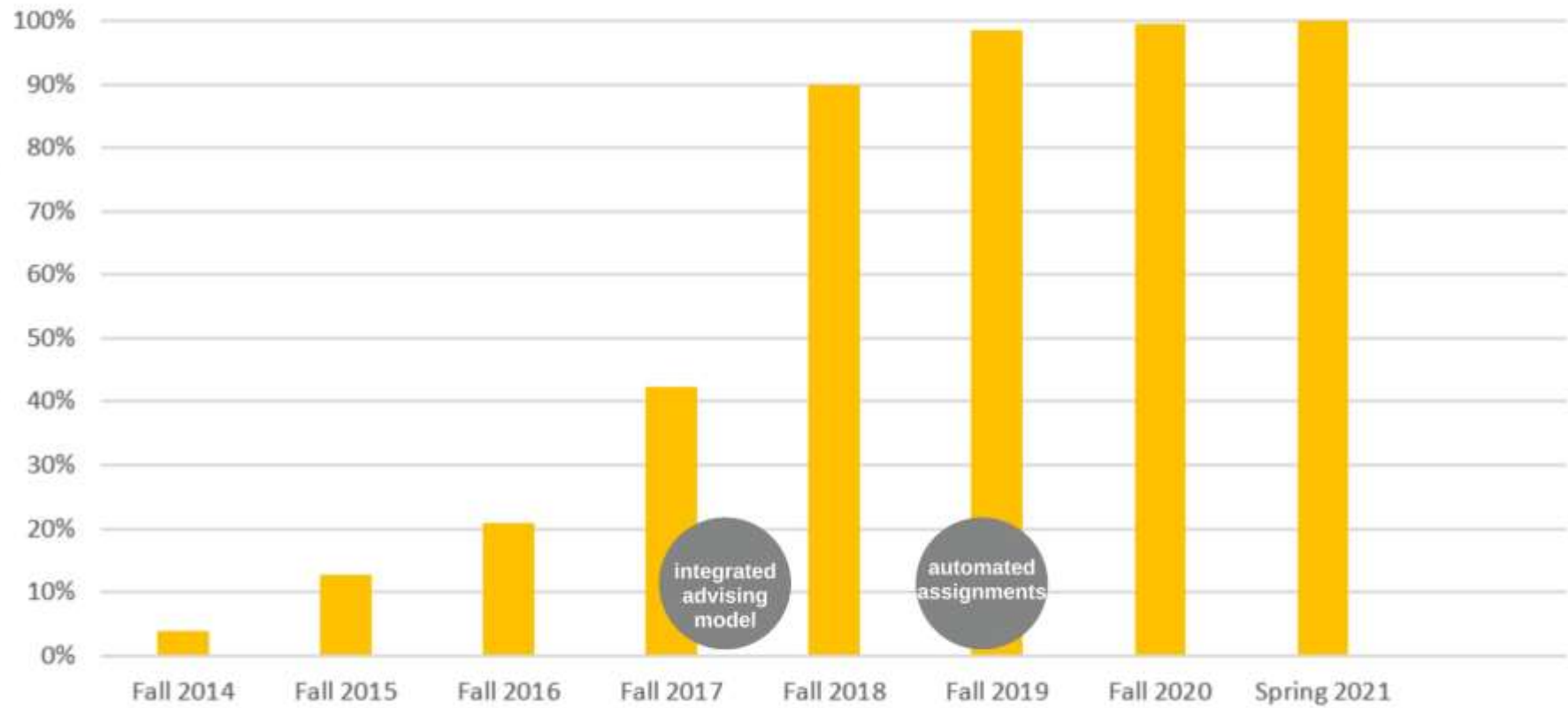
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Percent of all matriculated students with an assigned advisor



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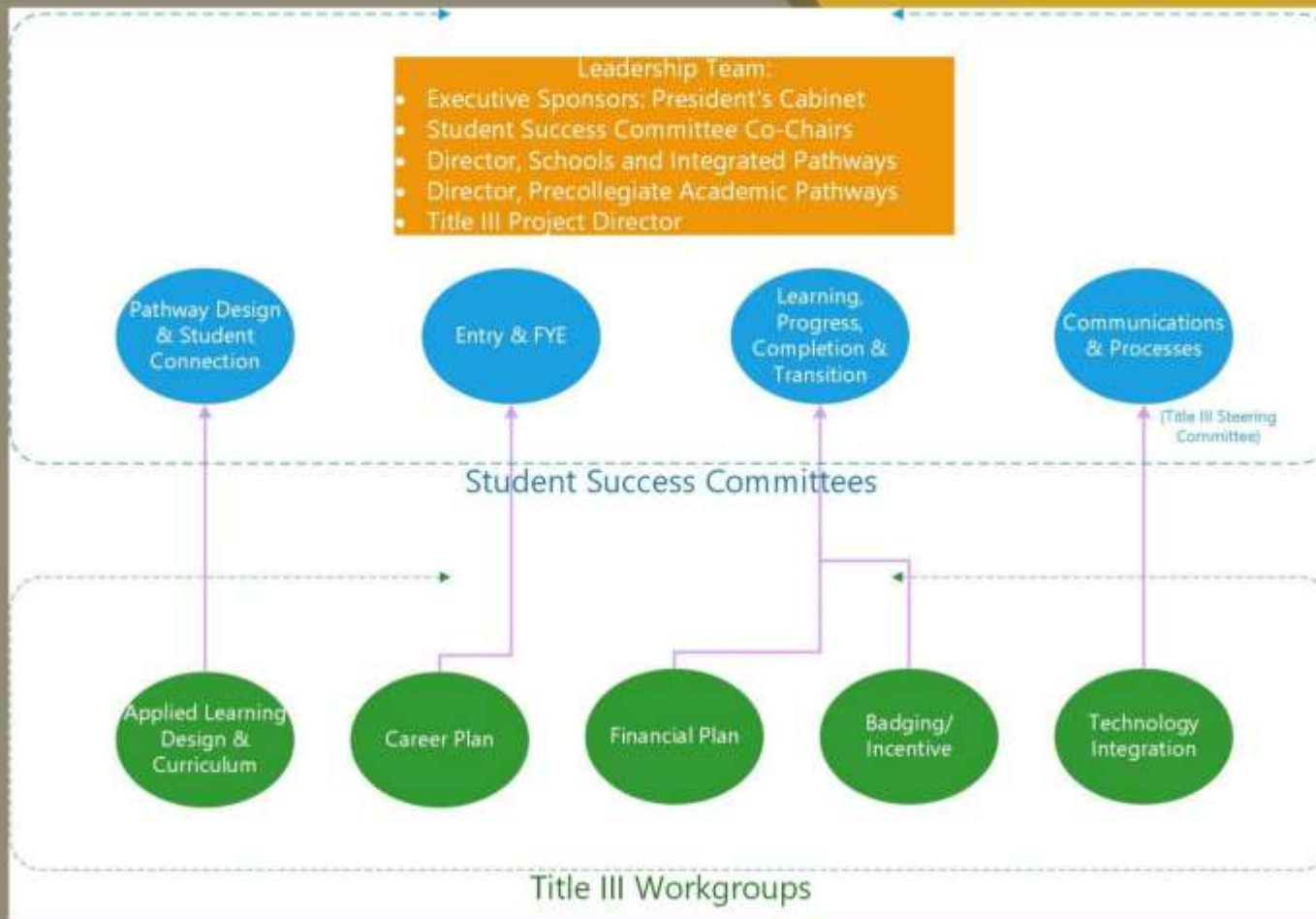
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	Fall 2014:		Fall 2019:	
	N	%	N	%
Total FTEIC Students in cohort*	2,793	100%	1,846	100%
Credit Momentum KPIs				
Earned 12+ college credits in 1 st term	709	25.4%	580	31.4%
Earned 24+ college credits in year 1**	647	23.2%	445	24.1%
Earned 30+ college 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		
	<i>BL</i>	<i>HI</i>	<i>WH</i>
Earned 12+ college credits in 1 st 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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Future of the Technician Workforce Study

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SUNY GP Institutes Cohort II Begins

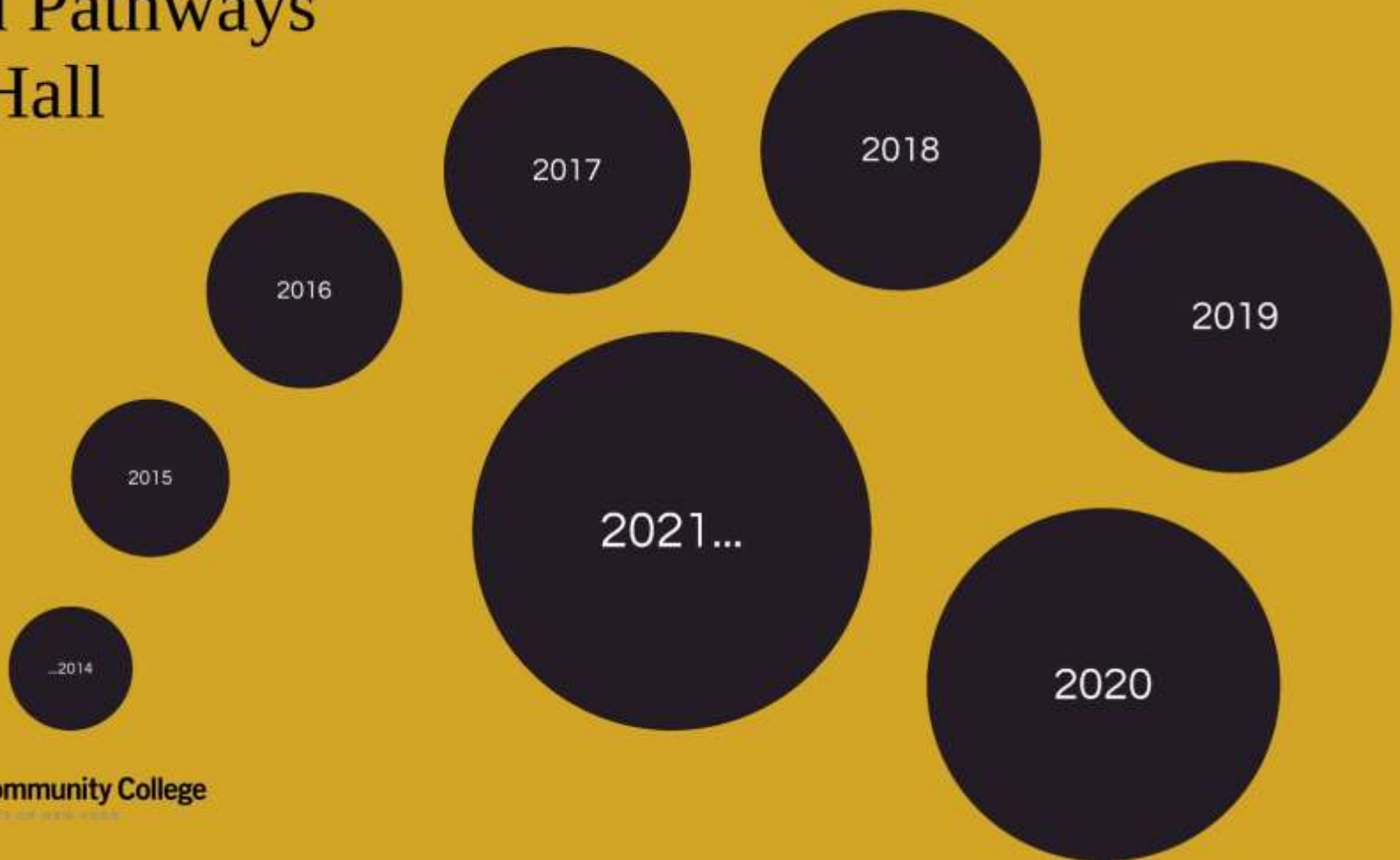
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EDIWS regional reporting

Multiple measures placement

Pathways to College

Schools-based COS

Health career exploration module

Advisory Boards

MTH 150 corequisite

Student Intake Survey

SUNY teaching & learning

Course Persistence Study

SEP Expansion

Supplemental instruction

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CircleIn

New Learning Compact

DEI Focus

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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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EDIWS regional reporting

Multiple measures placement

Pathways to College

Schools-based COS

Health career exploration module

Advisory Boards

MTH 150 corequisite

Student Intake Survey

SUNY teaching & learning

Course Persistence Study

SEP Expansion

Supplemental instruction

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CircleIn

New Learning Compact

DEI Focus

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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

clarify

connect



EDIWS regional reporting

Multiple measures placement

Pathways to College

Schools-based COS

Health career exploration module

Advisory Boards

MTH 150 corequisite

Student Intake Survey

SUNY teaching & learning

Course Persistence Study

SEP Expansion

Supplemental instruction

CircleIn

learn

support

New Learning Compact

DEI Focus

foundational

Table 1. 100% Graduation Rate

Computed as of	2016	2017	2018	2019	2020
Fall Entering Cohort <i>Pathway Timeline</i>	2014 -	2015 -	2016 Pilot	2017 Full Implement.	2018 Implement. 2 nd 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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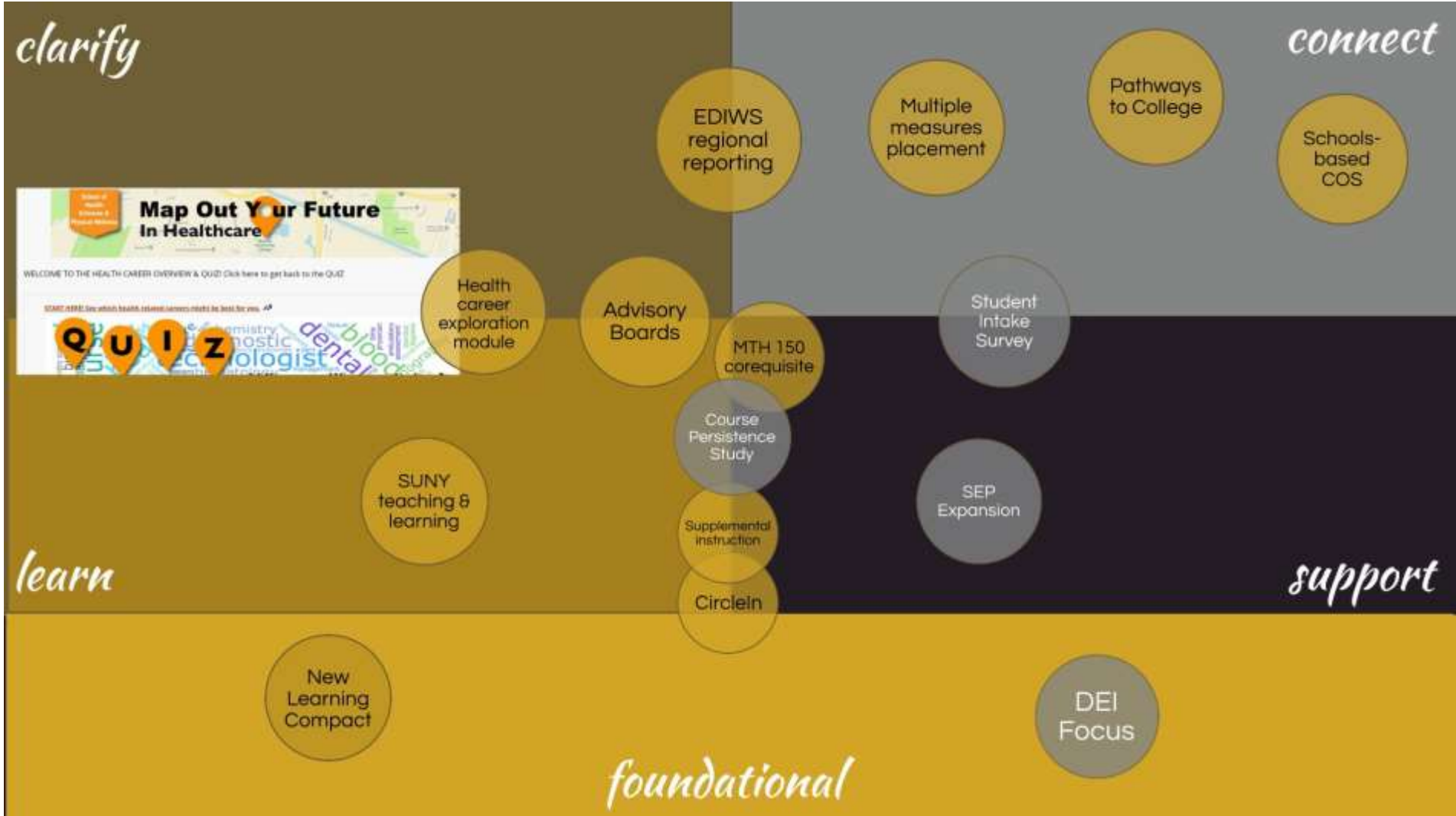
New Learning Compact

DEI Focus

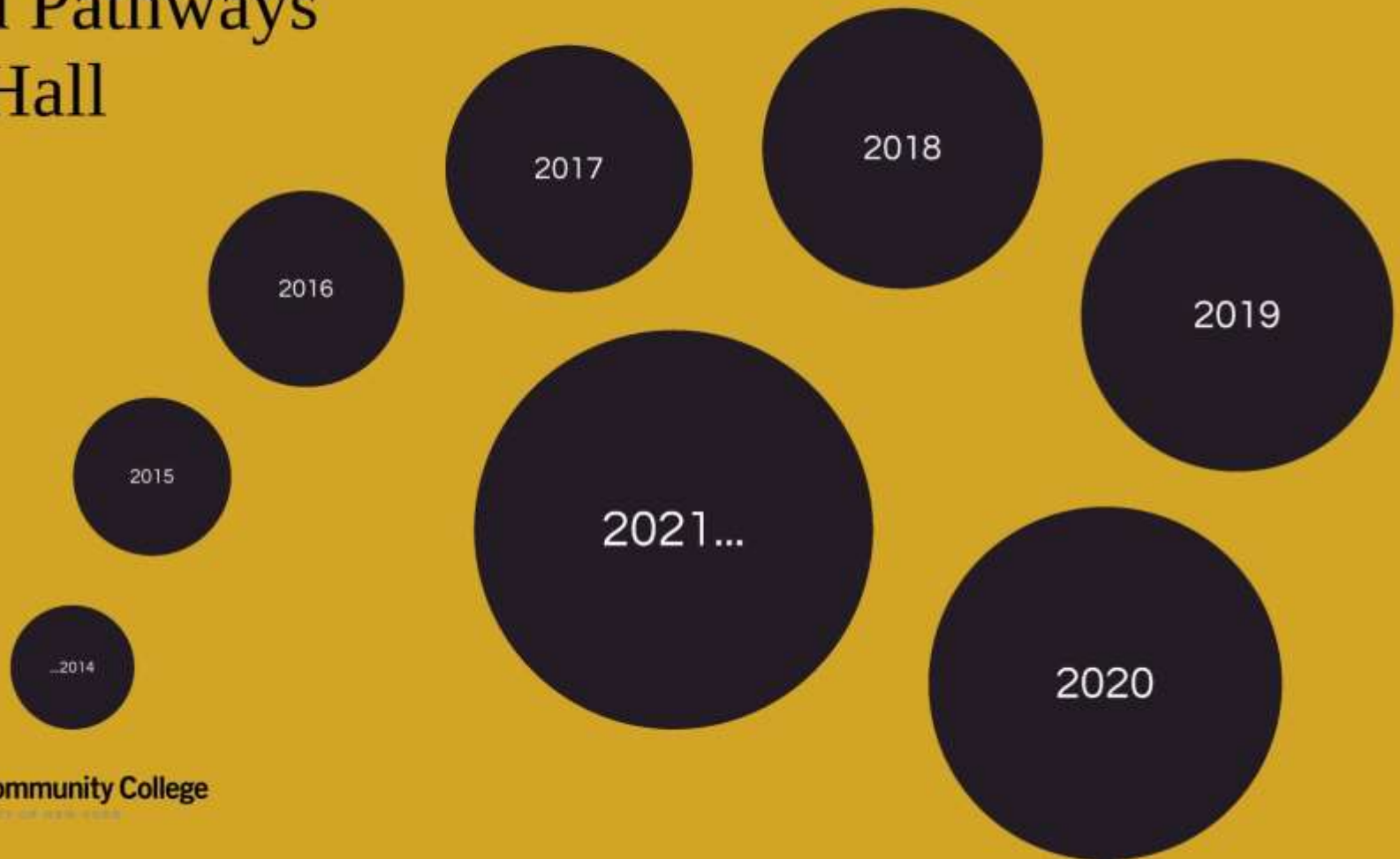
foundational

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%



Guided Pathways Town Hall



clarify

- Prerequisites
These are the additional prerequisite courses you will need to complete based on your lowest level math course required for the program. Students who intend to take a higher level course should complete these prerequisites.
- 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

connect

New Student Interface

Enhanced Academic Plans

Title III Career and Financial Plans

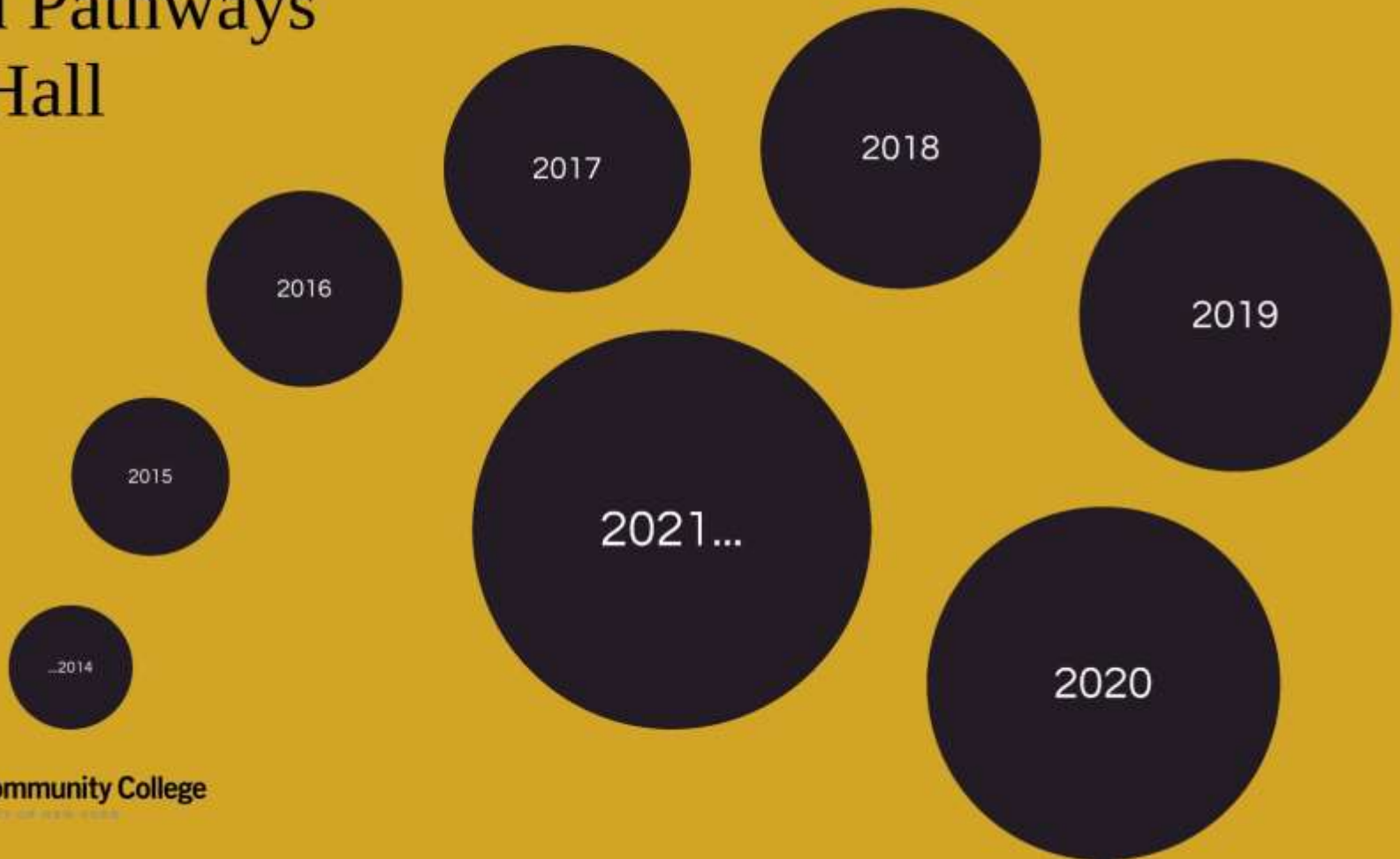
learn

DEI Workgroup

support

foundational

Guided Pathways Town Hall



Questions