



## Student Success Committees

### 2020-2022 Goals

#### GOAL 1: MAP PATHWAYS TO STUDENT END GOALS

Objective	Priorities	Equity Considerations	Committee
Organize and market academic programs by School.	<p>Hold focus groups with underrepresented groups to see how we can improve our website organization and marketing.</p> <p>Recommend website revisions in line with guided pathways best practices.</p> <p>Develop a certificate of completion for students who complete a Dual Enrollment package.</p>	<p>Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?</p> <p>How does the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education.</p>	Pathway Design & Student Connection
Review and ensure programs/pathways are designed to prepare students for further education and/or to enter employment.	<p>Collect qualitative and quantitative data on how contextualized COS courses are affecting persistence and retention.</p> <p>Develop an integrated approach to financial aid literacy.</p> <p>Shift program mapping focus from course outcomes to program outcomes.</p>	<p>How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students?</p>	Pathway Design & Student Connection.
Provide detailed information on the college's website on the employment and further education opportunities by each pathway.	<p>Use EDIWS model to provide specific and updated program information, including outcomes (transfer and Labor Department data, by August 1).</p> <p>Identify and expand a career tool (Career Coach?) to be front and center on the Schools pages on the website and to be used in the onboarding process.</p>	<p>Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</p>	Pathway Design & Student Connection
Identify milestone courses and key progress milestones.	Identify milestone courses for each program pathway and insert them into a technology solution so students and advisors can be alerted to review progress.		Pathway Design & Student Connection



<p>Identify default math course(s) for all programs/pathways.</p>	<p>Develop a math co-requisite course for MTH 160/162. Review the co-requisites for MTH 104 and 165.</p> <p>Review transfer math course articulation and ease of credit assignment.</p>		<p>Pathway Design &amp; Student Connection</p>
<p>Review prerequisite minimum grade requirements to ensure they are each necessary to prepare to begin a course and are clear in all course information, including degree audit.</p>	<p>Department Chairs review prerequisite grades to determine if they need to be modified.</p>		<p>Pathway Design &amp; Student Connection</p>
<p>Build pathways to degree completion and career entry or successful transfer.</p>	<p>Develop checklist for transfer articulation conversations.</p> <p>Map pathways for largest ten institution/programs.</p> <p>Map career skills for ten largest career clusters.</p> <p>Improve and promote use of transfer finder.</p> <p>Add transfer/career information to program sheets and catalog.</p> <p>Share transfer and career data annually in Trib.</p> <p>Review AA and AS transfer degrees, identify issues, and make recommendations to improve transferability.</p>	<p>What kind of professional development could ensure that students of color, low-income students, and underrepresented gender identities have increased access to programs leading to high-remuneration jobs and careers?</p> <p>Disaggregate and review the data on students entering each School. Do the students in each School reflect the general student population? If not, why?</p>	<p>Learning, Progress, Completion &amp; Transition</p>



**GOAL 2: HELP STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY**

Objective	Tasks	Equity Considerations	Committee
<p>Help new students create an academic, career, and financial plan.</p>	<p>Assist new students to explore career/academic/transfer options and choose a program/pathway.</p> <p>Review career, academic, and transfer conversations with students and make recommendations for faculty and staff professional development.</p> <p>Review Career Coach usage and cycle for updating career data and offer feedback.</p> <p>Use Student Education Planner in initial advising appointment.</p> <p>Leverage Financial Aid and Scholarships to support students.</p> <p>Work toward 75% of students placed at college level.</p>	<p>What do we know about the current onboarding process for different student groups? How does this current process foster or impede early connection to the college?</p> <p>What tangible changes can be made to the onboarding process that would make it clearer for students of color and those who have been historically underrepresented and/or underserved in higher education?</p> <p>How can we ensure that all students, especially those who are disproportionately impacted, gain awareness of and have access to student support services that facilitate successful enrollment into programs of study that lead to earning a living wage (e.g. financial aid, orientation, and advisement)?</p>	<p>Entry &amp; First Year Experience</p>
<p>Provide students with academic and personal supports to succeed in gateway courses, including English 101 and program relevant gateway math course(s).</p>	<p>Expand Supplemental Instruction</p> <p>Develop and review multiple measures placement policy.</p> <p>Develop an intake survey with a meaningful response system that support students in their indicated area of concern.</p> <p>Review the intake survey administration and results and give feedback for next administration</p> <p>Assess the MCC mobile app usage and make recommendations for training. Training for students on utilizing MCC technology, specifically myMCC.</p>	<p>What hiring and professional development practices can be employed to help improve the onboarding processes for disproportionately impacted students?</p>	<p>Entry &amp; First Year Experience</p> <p>Learning, Progress, Completion &amp; Transition</p>



<p>Develop systems to support very poorly prepared students to succeed in college-level courses.</p>	<p>Centralize student support areas.</p> <p>Connect students to nonacademic resources.</p> <p>Launch Strong Foundations spring 2021.</p> <p>Continue to develop co-requisite options for English 101 and each math default course.</p>		<p>Pathway Design &amp; Student Connection and Learning, Progress, Completion &amp; Transition</p>
<p>Evaluate the onboarding process with an equity lens and make recommendations for improvement. Particular consideration for the Rochester City School District student experience.</p>	<p>Map the current student onboarding process. What are all the steps a student might need to take to get from application to the first day of classes?</p> <p>Determine at what points along the onboarding process the college loses students. What does the data reveal when disaggregated?</p> <p>Gather student perceptions about the onboarding process. What do the data reveal when disaggregated that may have implications for improvement?</p>		<p>Pathway Design &amp; Student Connection and Entry &amp; First Year Experience</p>

**GOAL 3: KEEP STUDENTS ON THEIR PATH**

<b>Objective</b>	<b>Tasks</b>	<b>Equity Considerations</b>	<b>Committee</b>
<p>Monitor student academic progress.</p>	<p>Assess Integrated Advising Model.</p> <p>Develop a comprehensive coaching model to support students along their pathways and aligns with the Integrated Advising Model.</p> <p>Recommend interventions for students not making satisfactory academic progress.</p> <p>Include review of student academic plans (SEP) in advising appointments.</p>	<p>How does the College support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</p> <p>How does the College ensure that underrepresented students are not</p>	<p>Learning, Progress, Completion &amp; Transition</p>



	<p>Work with Title III Director to develop an automated process for auditing relevant records of students scheduled to meet or exceed 30 credits toward their current program in the coming term.</p> <p>Create checklists and protocols for those constituencies assigned to oversee audit and intervene when appropriate.</p>	<p>disproportionately directed away from competitive, limited access programs?</p> <p>How does the College integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</p>	
Help students understand their progress toward completion.	<p>Identify and implement a business process for students to manage their progress in their program of study.</p> <p>Automate graduation process.</p>	<p>How does the College ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</p>	Learning, Progress, Completion & Transition
Create process to alert advisors and students when students do not earn minimum grade requirement in milestone courses.	<p>Identify milestone courses.</p> <p>Streamline technology, particularly to track student progress.</p>		Learning, Progress, Completion & Transition
Develop strategies to support students in identifying alternate pathways when not accepted to competitive programs.	<p>Embed career planning and SEP into first year HS03 program.</p>		Entry & First Year Experience
Develop a process to capture students' intentions. (E.g. part-time, fulltime, day, evening).	<p>7-week terms.</p> <p>Collect course mode and taking preferences from current and prospective students.</p> <p>Pre-Collegiate Partnerships/Admissions helps to put students on the right path and discusses with students their preferred learning modality and program path prior to application.</p>		Pathway Design & Student Connection



#### 4: ENSURE STUDENTS ARE LEARNING

Objective	Tasks	Equity Considerations	Committee
Align program learning outcomes with requirements for further education and employment.	Include specific linkage to advisory boards and assessment of post-grad student outcomes in program reviews.	<p>How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</p> <p>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</p> <p>What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</p> <p>Is the college disaggregating program learning outcomes data, program retention and</p>	Pathway Design & Student Connection
Review program learning outcomes for active and applied learning embedded into coursework.	Offer professional development for teaching faculty to support active learning.		Learning, Progress, Completion & Transition
	Review program learning outcomes to identify applied learning opportunities for every student.		Pathway Design & Student Connection
Review results of the Association of American Colleges and Universities (AAC&U) rubric scoring and determine if we should expand use of rubrics.	<p>Ensure general education assessment includes transfer, career, and cert. programs.</p> <p>Consider AAC&amp;U value rubrics as a tool in each assessment project.</p>		Pathway Design & Student Connection and Learning, Progress, Completion & Transition
Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<p>Offer professional development for faculty on learning assessment</p> <p>Broaden student learning assessment – advisement, career, library, tutoring, etc. through unit assessment of these areas</p> <p>Teaching and Creativity Center and Assessment Office collaborate and share assessments to inform programs and plans.</p>	Learning, Progress, Completion & Transition	



		<p>completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</p>	
<p>Create and propose process for students to document their learning for employers.</p>	<p>Develop badging and incentive system. Review status of co-curricular transcript.</p>		<p>Learning, Progress, Completion &amp; Transition</p>
<p>Assess effectiveness of educational practice (e.g. using Community College Survey of Student Engagement (CCSSE) or Survey of Entering Student Engagement (SENSE), etc.) and use the results to create targeted professional development.</p>	<p>Create periodic opportunities to share and learn from student feedback.</p>		<p>Communication &amp; Processes</p>





**GOAL 5. ENSURE SSC PLANNING AND EVALUATION WITHIN A GUIDED PATHWAYS FRAMEWORK**

Objective	Tasks	Equity Considerations	Committee
Align committee processes, tools and technologies	<p>Create evaluation template.</p> <p>Inventory all student success committee initiatives and programs.</p> <p>Create ROI template.</p> <p>Serve as Title III Steering Committee.</p>		Communication & Processes
Develop tools to support student communications, interactions, and academic/career goals	<p>Centralize student communication plan System to document career intention.</p> <p>Create system to document transfer intention (institution and program).</p> <p>Create a "centralized appointment system."</p> <p>Develop an annual calendar of events.</p>	<p>Ascertain how many email messages students receive in the first two weeks of the academic term.</p> <p>What is the substance of those communications?</p> <p>What is the open rate for those messages, and how does it vary by student demographic categories?</p>	Communication & Processes