

MCC: a “student-ready” College

All BRC Presentation | April 13, 2016



Prepared for:
Dr. Anne Kress and the President's Cabinet

Inspiring every day.

Agenda

- **BRC Assessment - 2015**
- **The 2016 BRC Team**
- **The Charge**
- **Our Process and Findings**
- **Recommendations**

BRC Assessment - 2015

- **Affirmed its strengths including**
 - Building a “big-table”
 - Generated recommendations that were resourced and successfully implemented
 - Demonstrated alignment with the Strategic Plan
 - Contributed to shared governance process

- **Suggestions for Building on Success**
 - Sharper focus (charge)
 - Fewer recommendations
 - Increased faculty participation
 - Building communications (“closing the loop”)
 - Recasting committee size/focused composition

2015-16 BRC Team



Alison Albright, Academies High Impact Practices Specialist
Angel Andreu, Institutional Research
Don Beech, Cross-Cultural Counselor
Mark Bellavia, Mathematics
Randy Bowen, AVP – Enrollment
Renee Dimino, ESOL/Transitional Studies
Bethany Gizzi, Anthropology/History/Political
Science/Sociology
Mary Ellen Gleason, DCC - ESOL/Transitional Studies
Darrell Jachim-Moore, AVP – Administrative Services (co-
chair)
Karen McCarthy, Academies Coordinator
Matt O'Connor, AVP – EDIWS
Sherry Parks, Executive Assistant to the VP – Admin Svc
Mitch Redlo, Associate Professor – Business/Econ (co-chair)
Lynn Rivers, Engineering Technologies
Laurel Sanger, Dean Science, Health and Business
Kate Smith, Dean Academic Foundations

The “Charge” (Define)

In support of the developing Strategic Enrollment Management (SEM) Plan and in alignment with the Academies Pathways model, develop 2-3 budget (resource) recommendations that will, when implemented:

- Will create enablers to support student recruitment, ease student on-boarding, foster early engagement, and positively impact student success.
- Each recommendation should:
 - result from sufficient student input
 - consider input from impacted service areas
 - include appropriate metrics for measurement with expected timelines
 - include a range of resources required for implementation
 - be readily achievable within a reasonable timeframe



Our Process and Findings

Resources/Discussions

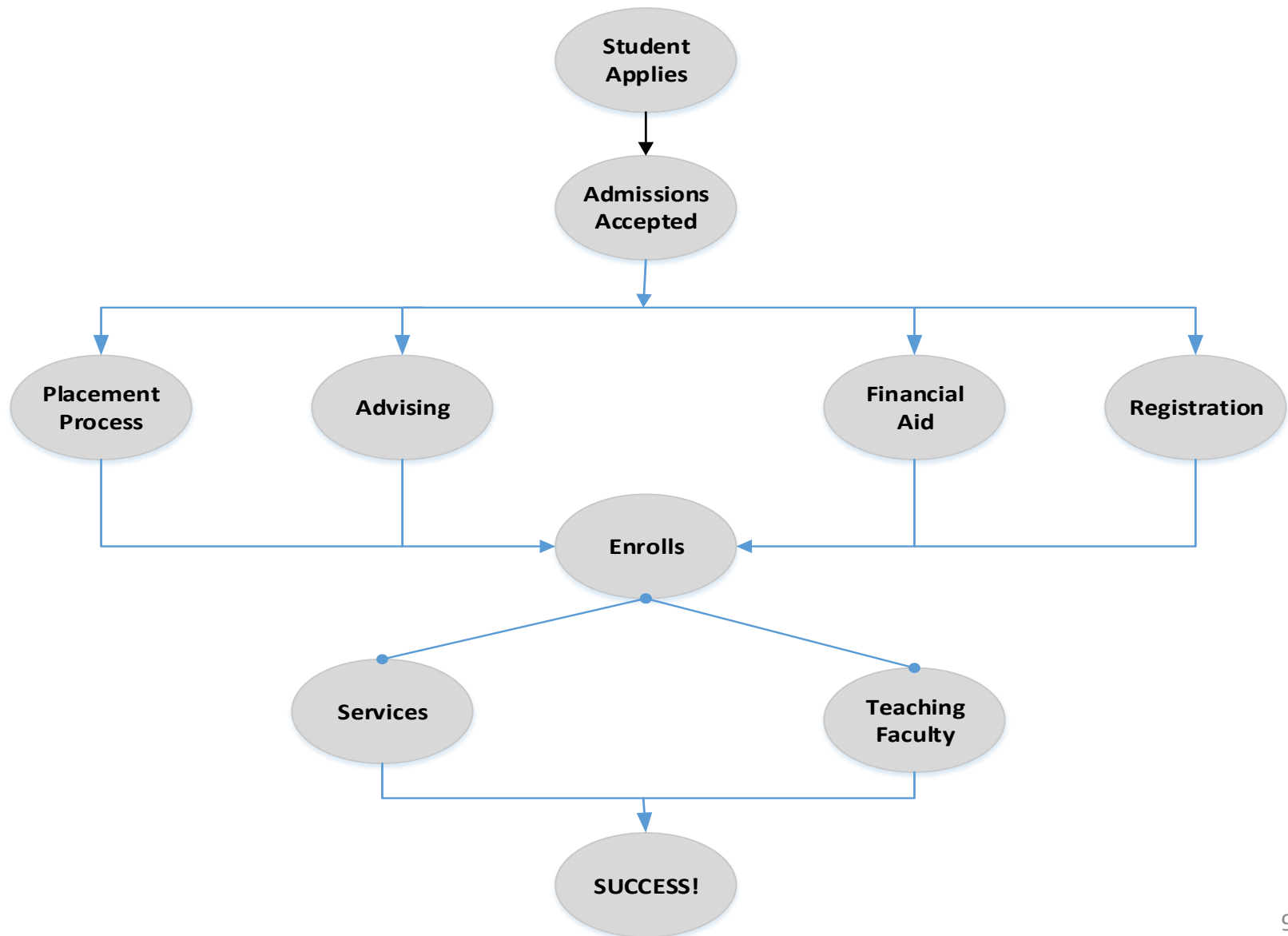
- Student Flow Metrics: Study of a Fall 2014 Co-hort
- Preventing Early Attrition: Pathing Students to Success from Application Through First Year (EAB)
- Essential Discussions: Student Success at Scale – Guided Pathways
- Academies Assessment Protocol/SUNY Excels
- AACC Pathways Project
- TRS Retention Strategies: Faculty Discussion
- Middle States Standard 2 and 3
- Lean 6 Sigma Improvement Process: Define, Measure, Analyze, Improve, Control (DMAIC)

Student Flow Metrics (Measure/Analyze)



Assumes that there is a systemic “student flow” structure at MCC beginning with student application, acceptance, advising, financial aid, registration, etc...to Success

Simplified Student Flow Model

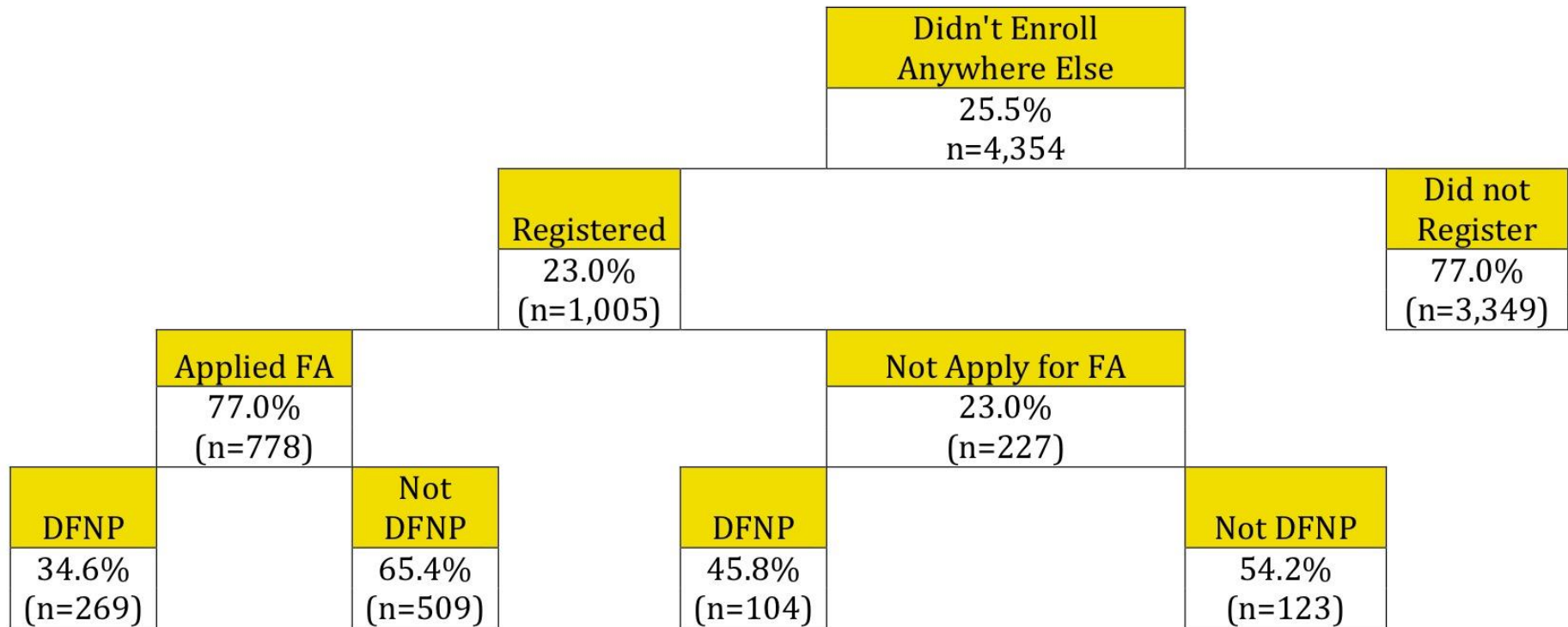


Student Flow Metrics (Measure/Analyze)



- Goal: ID key performance indicators (KPIs) that define and measure student success along the pathway
- Evaluated Fall 2014 Incoming Class (17,069 apps)
 - Accepted, didn't enroll or continue at MCC – 6,206 (36.4%)
 - Enrolled elsewhere – 1,852 (10.9%)
 - SUNY FLCC, Genesee, OCC, Erie – 460 (25%)
 - Did not enroll anywhere else – 4,354 (25.5%)

Student Flow...1005 registered, 632 students “lost” at census and did not enroll elsewhere



“Not DFNP”: 509 + 123 = 632

Some Data on the 1,005 that Registered (...leading to the 632 “lost”)



Age:

- < 20-24: 53%
- 25-34: 28%

Race/ethnicity:

- Black/African American – 351 (35%)
- White – 462 (36%)

Academic Risk at Entry (0,1,2):

- Risk 0: 108 (11%)
- Risk 1: 138 (14%) [one developmental course]
- Risk 2: 451 (45%) [two or more developmental courses]

Intended Majors: LA04 and LA05 – 380 or 38%

The 632 that were “lost” at Census



First time in college: 214 (34%)

First Gen: 326 (52%)

Returning (“academic history”): 330 (52%)

Transfer (first time to MCC): 71 (11%)

Continuing: 18 (3%)

Prior College Experience:

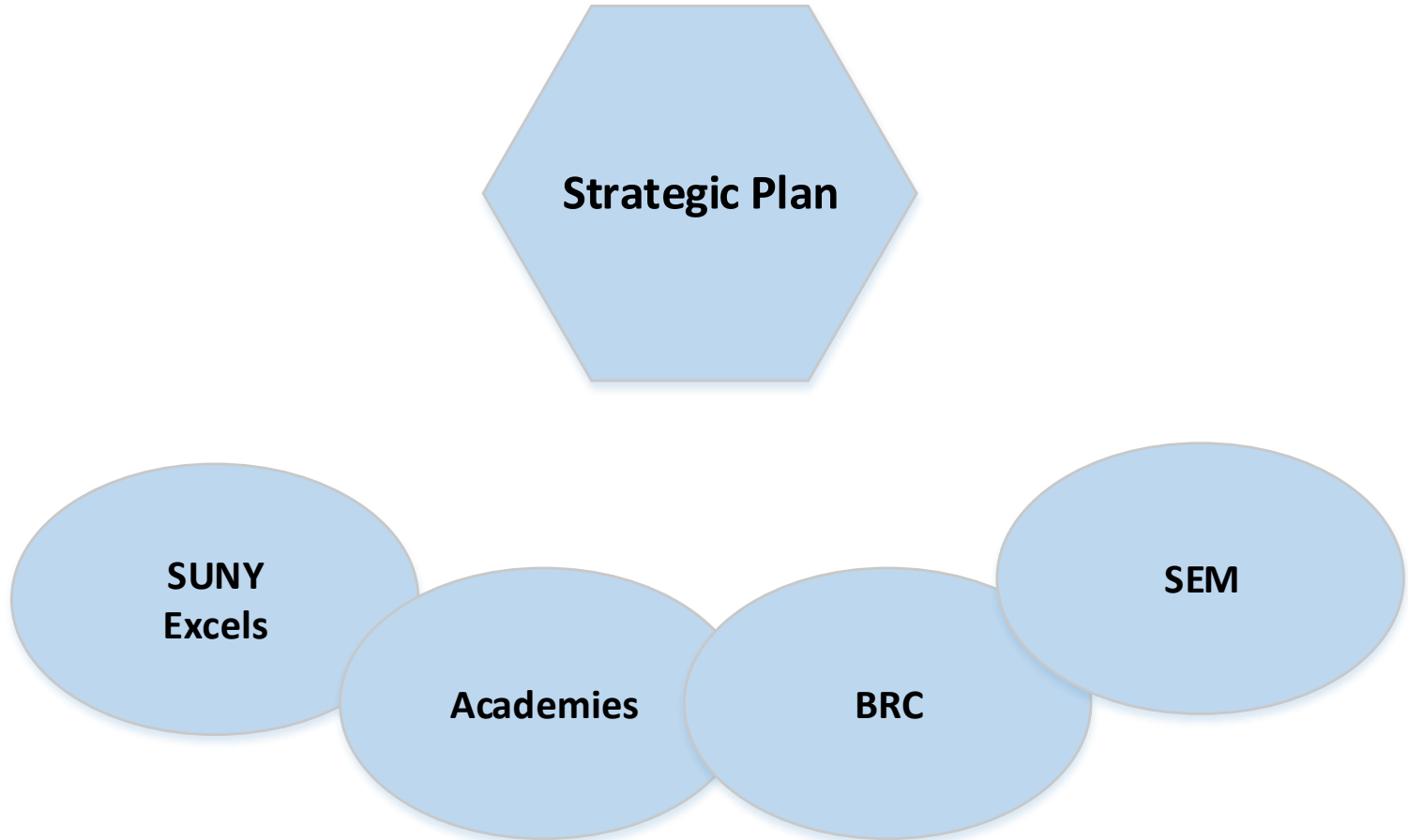
- Some college after HS 181 (29%)
- Associate’s or Higher 277 (44%)

Employment plan while in school: 40% - 20 hours+/week



Recommendations

Alignment with Key Plans



Budget Resource Committee:

Next Steps in Building the “Student-Ready” College (Improve/Control)



In alignment with the College’s Strategic Plan, Strategic Enrollment Management (SEM) Plan, and Academies Pathways, the BRC recommends investing resources strategically targeting first-gen and other at-risk populations to:

- Increase student retention by 1.3% to an overall first-time, full-time retention rate of 62% by fall 2017 (SEM Plan)
 - **Recommendation #1:** Invest \$30,000 in summer advising to support School Registration Days
 - MCC advises/registers nearly 3,500 students in July/August
 - BRC studied fall 2014 co-hort showed 632 students started MCC, withdrew prior to census, and did not attend anywhere else
 - 10% retention would yield over \$450K in student revenue and state aid
 - 20% retention...over \$900K...
 - Faculty summer PD series to skill-build best practices for engaging first-gen students
 - Investment in School Registration Days aligns with AACC “Pathways” Initiative



Recommendation #2:
Reinstitute the Advising Key for
targeted student populations

Budget Resource Committee: Challenges to Self-Scheduling



- **Multiple sources for determining “right course, right sequence,” not always in sync**
 - College catalog
 - Degree Works
 - Degree Audit
 - Academic Program Sheet
 - Department Program Sheet
- **Not all classes offered every semester**
- **Self-scheduling by unadvised/at-risk students creates potential for new barriers to retention/graduation**
- **EAB – Preventing Early Attrition (40)**
 - **“Poor Academic Decisions at Intake Have Consequences Down the Road”**
 - Risk of making “poor-fit” choices that can derail progress
 - Course selections at random (interest vs. progress toward completion)
 - Risk choosing course load based on perceived ease vs. careful consideration of good school/life fit or odds of goal attainment

Budget Resource Committee:

Next Steps in Building the “Student-Ready” College



- **Recommendation #2 (con’t):** Reinstitute the Advising Key for targeted student populations
 - Continue advisement keys currently in place
 - All new, returning, transfer students for 1st semester to develop clear academic pathway
 - First-gen students
 - Undeclared students
 - Students on probation
 - Athletes
 - Those with a GPA < 2.0
 - TS01 students – students needing remediation in English
 - ES01 students – speakers of other languages
 - Students in Educational Opportunity Program (EOP)

Budget Resource Committee:

Next Steps in Building the “Student-Ready” College



- **Recommendation #3:** Create a dedicated testing center to foster student success and build opportunity to generate new revenues
 - Addresses need for campus-wide make-up exam test area
 - Segregates existing conflict between test taking and tutoring in same space
 - Addresses need for proctored exams for distance ed and other students
 - Supports dedicated space for supporting high-school/MCC partnerships (accu-placer testing)
 - New location would address complaints with existing space associated with student atrium noise during testing hours (3rd party test revenues down 60% since October attributed by vendor to noise issues)
 - New exam opportunities include TASC (new GED), Pearson VUE (incl. NYS Teacher Cert), GRE, GMAT
 - Resources for test center personnel training and expanded hours may be required
 - Currently limited hours: 9-1; 3-7

Student Support for Recommendations

Model UN and Student Government Groups enthusiastically support BRC Recommendations

- **Faculty summer advising**
- **Intrusive Advising through the Advisement Key**
- **New Testing Center**
 - Moving the ELC to the Library
 - Quiet/dedicated space
 - Opportunity for designated space for make-up exams
 - One-stop “shopping” at the library

Budget Resource Committee: Next Steps in Building the “Student-Ready” College

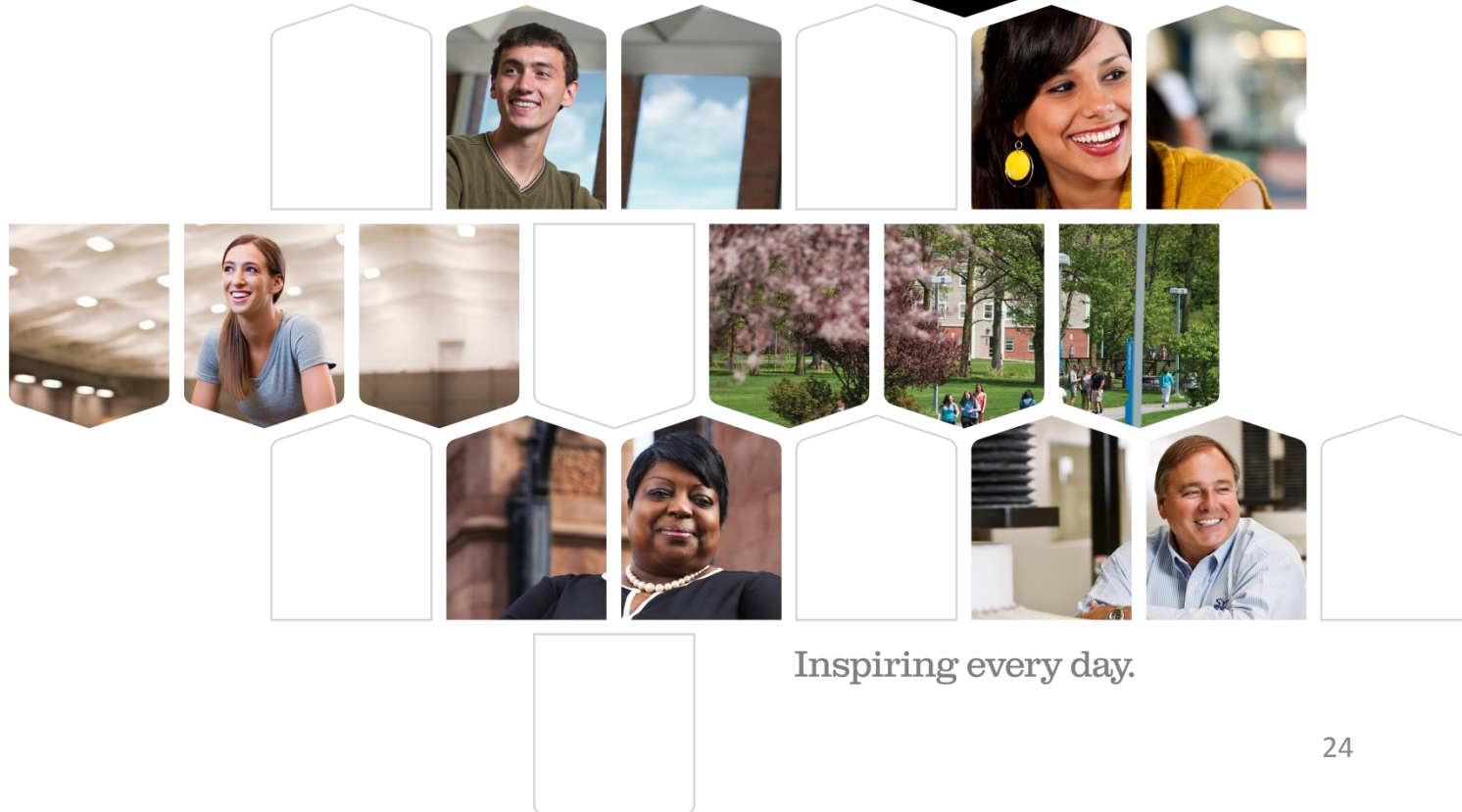


– Other Recommendation Considerations:

- Institutionalize the High Impact Practices Specialist, beyond grant funding which ends August 2017 (BRC 2017)
- Make additional investment in College Readiness projects now underway to strengthen partnerships between MCC and high school faculty in support of student college readiness
- Invest funds to support full implementation of the Starfish early alert system; partial implementation funded through Dec. 2017 (funds included in set-asides for full implementation at Sept. 1, 2016)

- **January Trib Article – Middle States and BRC Assessment**
- **Trib Article Highlighting Committee's Recommendations**
- **Request for Feedback from President's Cabinet in the Next 30 Days**
- **Follow-up Trib Article to “close the loop”**
- **Communication with Shared Governance Partners**

Any Questions?



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