

Academies Model Implementation Teams 2015-16

Assessment

Chair:

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Charge:

- Create an assessment plan
- Create an assessment protocol in collaboration with Assessment and IR Offices
- Determine research questions
 - a. Data on current HIPs
 - b. Data on orientation practices
- Determine measurements
- Collect and analyze data (work with IR to create data collection tools—pre-implementation as well as post-implementation baselines)

Communications

Chair:

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Charge:

- Implement internal and external communication plans (such as updates to curriculum for advising, and internal communication with the teams)
- Initiate and implement updates to various constituencies based on a structured timeline
- Collaborate with the Steering committee and the coordinator to plan and create communication venues/pieces that address identified needs
- Maintain outreach plans, take the lead on updating both internal and external messaging
- Connect with targeted support program (Veterans, SSD, EOP, etc...) to ensure that the Academies model message is widely disseminated based on the information different groups need
- Develop and maintain a connection with SGA to promote the Academies model to the current student population

COS/FYE

Co-Chairs:

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Charge:

- Support the FYE office and Title III in determining a redesigned FYE program
- Support the ESOL/TRS Department and Title III in determining a redesigned COS course/program
- In collaboration with the Faculty Liaisons and other departments as needed regarding planning/programming within each School that may be connected to FYE and COS
- Connect with College Wellness committee to consider wellness within curricular and program planning
- Connect with Faculty Liaisons and other offices as needed regarding planning/programming within each School that may be connected to FYE and COS
- Connect with the CDL instructors' group regarding infusion of career exploration/career development
- Reach out to student services offices to collaborate on intentional programming and presentations

- Collaborate across the College to develop and promote events and activities that meet FYE learning outcomes
- Utilize committee expertise by having committee members facilitate FYE events that meet our learning outcomes

High Impact Practices

Chair:

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Paul Emerick Faculty Senate rep

Faculty Association rep **TBD**

Purpose: Serve as a knowledge center on the high impact practices and as an advisory group for creating a high impact culture at MCC.

Charge:

- Coordinate with Orientation/COS/FYE implementation team to support knowledge sharing of redesigned COS/FYE program and work to define FYE as a high impact practice by aligning with national HIP criteria
- Inventory high impact practices currently on campus and identify faculty members using high impact practices
 - Catalog faculty interest in developing HIPs courses
 - Identity pedagogies to research for potential HIP status
- Support TCC in faculty and staff development: workshops, conferences, institutes, etc...
- Communicate the effectiveness of High Impact Practices to the College and the community (including national research data)
- Investigate and recommend technical needs and solutions for growing a high impact culture
 - Thorough review of current practices
 - Explore Banner possibilities
 - How and/or if to display HIPs on master schedule
 - How to search for HIPs
 - How to facilitate registration for learning communities
 - Explore tracking systems
 - Inventory what HIPs are offered at MCC and log certification information

- Track student participation
 - Data Collection
- Establish process to certify courses/programs/faculty/staff to be certified as HIPs and maintain certifications

Orientation

Co-chairs:

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Charge:

- Review the Phase I Orientation; make changes and determine what worked well and areas that need to be improved
- Lead Phase II of Online Orientation; develop Academies user tracks with contextualized/specialized information for each School
- Collaborate with Admissions/Orientation for continuous redesign of On-campus Orientation; sustain key elements and fully integrate with Academies
- Continue to monitor learning outcomes across campuses and use to determine if there are any areas that need to be addressed
- Support the work of Orientation staff
- Connect with the Shared Advising Model subcommittee and Academies School Specialists to determine role of specialists in Orientation
- Support the adoption of Title III and Academies interactional work as part of MCC
- Connect with the FYE/COS subcommittee to determine integration between Orientation, COS and FYE

- Consider if a College Wellness component should be incorporated into Orientation programming/curriculum

Professional Development

Co-chairs:

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Charge:

- Review and refine (as needed) the Academies Model Implementation Professional Development master plan for 2015/16.
- Work closely with the Academies Coordinator and School Specialists in developing sessions to be conducted at Brighton, DCC, ATC and PSTF-LS
- Coordinate with Faculty Senate Professional Development, Teaching and Creativity Center, Human Resources, CSEA professional Development and Student Services Staff Development Committee to develop, promote and implement professional development.

Shared Support Advising Model Planning Committee

Co-chairs:

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Jerome St. Croix
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Financial Aid
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Charge:

The subcommittee is charged with developing the logistical implementation plan for a shared support model of advising at Monroe Community College. The committee is asked to discuss and outline the specifics (to the degree that is possible but still generic to describe the functioning of each School office) of how this new advising model will work. Discussions should include, but not be limited to, the following:

Faculty:

Should faculty have caseloads? If so, how many students would be considered a full caseload? How will that be kept in Banner?

How will faculty be trained to participate within this new model, including LA faculty signing up to advise outside of their discipline?

When will LA faculty assignments be made?

- Assignment to be made by May 2015

Technology training must be consistent.

- Who will deliver?
- Schedule?

School Specialists:

What will School Specialists be responsible for doing in the satellite offices, in addition to advising students (reporting, tracking student onboarding and student registration in connection with enrollment management, orientation participation)?

How will summer advisement be handled? (Idea: by appointment/last two weeks all hands on deck in Advising Center/Career Center etc...)

More clearly define specialist role with the larger "Student Success Teams"

When will the remainder of the School Specialists begin?

- 2 new hires, 2 appointed within current staff (and 2 currently working)

Will School Specialists be responsible for student pathway coding?

How will School Specialists be responsible for tracking and maintaining continuity for students who change programs across schools?

FACE challenges should have consistent processes for resolution.

Technology training must be consistent.

Who will assist in training new School Specialists (as needed)?

Advising Center:

When and how will advisors situated in the Advising Center assist School Specialists, particularly during busy time periods?

Who will train faculty? (Faculty will want to participate in developing any professional development around their programs)

Which processes and procedures will remain within the Advising Center and which will happen in the School Offices?

How will students in the School of Community Engagement and Development be served in the Advising Center?

Will there be any office space issues within the Advising Center due to the new model?

How will students be monitored for 15 credit undeclared limit before choosing a school?

Technology training must be consistent.

Students:

Will students be allowed to do their own program changes? Can we automate program “level” changes in the system (i.e. TRS student on BUS pathway moves to LA student on BUS pathway . . . moves to BUS student on BUS pathway, if pathway doesn’t change can we automate the level changes)?

How will PARs be conducted? (D. Rhodes working on ideas/models to review.)

How will students be informed of 12 credit undeclared limit?

How will students register?

How will 2+2 Liberal Arts students be placed in Schools?

DCC:

How will Academies model change current practices at DCC?

9/15 KM