

Section I: Completion Goals

1. If your institution has established a college completion goal, please provide it and explain how it aligns with the following key considerations. If your institution has not yet established a goal, please outline your timeline and strategy for its adoption.

MACC does not currently have an established college completion goal. We will establish goals based on our current data and base knowledge of our student population. Our retention committee will be assigned the task of outlining and reviewing the goals. Over the past several years, MACC has been streamlining operations to make enrollment and degree planning easier and more transparent for students. Academic Planner, the Redbook, Advising Checklist, Default Prevention, Loan Counseling and Technology Training for students have been initiatives in this project. Upcoming implementation of a Retention Management Solution (Finish Line) will provide comprehensive data to identify at-risk students and provide more intrusive intervention procedures with our retention team. Advisors work with students to encourage persistence by suggesting full-time course loads and summer course loads to help shorten the time to completion of degrees.

MACC has been accepted into the Open Pathways accreditation process through the Higher Learning Commission. This move will necessitate formal development of quality initiative projects as a part of accreditation. While these initiatives have yet to be formally developed, it is expected that retention and completion will be embedded in the projects. The College will also be revising its strategic plan during the next academic year and once again, retention and completion will play a key roll in this process.

Projects:

Completed	Redbook
Completed	Advising Checklist
Ongoing	Default Prevention
Ongoing	Loan Counseling
Ongoing	Student Technology Training
Completed	Academic Planner Pilot Testing
SU13	Academic Planner Implementation
SU13-FA13	Retention Manager Set-up and Installation
FA13-SP14	Retention Manager Implementation
FA13	Advising/Retention Reevaluation & Goal Setting

Completion Goals:

SU13	Committee Review and Goal Setting
SU13	Workshop with Jenzabar
FA13	Missouri Completion Academy
FA13-SP14	Revise the College Strategic Plan
FA13	Review and Dissemination of Completion Goals
SP14	Implementation of Completion Goals

Section II: Common Completion Metrics

1. Have you completed an analysis of your baseline data and key findings? If so, please share your findings. If not, please indicate your timeline for doing so.

MACC monitors student retention and completion at the course, program, and institutional level. Each year, we determine our overall graduation rate, and during our program review cycle, we determine our graduation rate for individual degrees. Our overall degree completion rate has ranged from 24% to 30% over the past few years. We look at graduation rates by race and have recently developed the capacity for looking at additional completion metrics, such as age and gender. We know that our Hispanic and African American students typically lag behind our White students in degree completion. Minorities account for only 11% of MACC's total student enrollment.

We have looked at data beyond the 150% completion rate reported to IPEDS. For example, we have tracked 200% completion in the Associate of Arts degree and have found that extended completion time does not dramatically impact our completion rates.

Although MACC does not systematically collect information on why students choose not to re-enroll from year to year, we have collected some data in this area. At various points throughout the last five years, we have made phone calls to non-returning students to discuss their enrollment status and to provide them additional assistance or resource information if necessary for enrollment purposes. We have found that students commonly cite financial reasons as the basis of their decision to not return to MACC.

We also collect specific demographic information about the defaulted borrowers. We have identified two components, which overwhelmingly stand out; 88% of our CY2010 defaulted borrowers had a SAP(Satisfactory Academic Progress) issue and 63% were enrolled in one or more Developmental course.

We gather much data, and we plan to become more systematic with our collection efforts and more purposeful in our use of the data. We will work with our programmers to write reports to make data collection easier and more utilitarian. One initiative on the near horizon is implementation of Finish Line, a Jenzabar product which will allow us to develop and track completion metrics and target retention efforts for specific at-risk populations. Our College-wide Retention Committee will be a logical starting point for using this data to make informed decisions regarding support for these students. With increased state and national attention given to college completion, MACC will continue to prioritize student persistence.

Section III: Completion Strategies

1. What strategies are you employing or considering to reduce time-to-degree and to accelerate student success?

MACC employs a number of strategies to bolster student success and degree completion, with some of those strategies providing accelerated routes for students. Our strategies are both curricular as well as extracurricular (support services).

MACC has a significant dual credit program. Students in approximately thirty four area high schools have the opportunity to earn early college credit through MACC. We are currently completing our

application for NACEP accreditation. We have also trained local high school guidance counselors on the use of the Compass placement test and have encouraged them to test students with this instrument while they are sophomores and juniors. Several of our partner schools are now doing this, giving students an idea of whether they are college ready while they still have time to gain additional skills and knowledge in high school. MACC also accepts AP and CLEP credit, and students have the opportunity to earn Credit by Examination and Credit by Certification. MACC does not cap the amount the amount of dual credit coursework accepted toward any degree. We also have articulation agreements in place with area technical schools for our AAS degrees.

Our advisors use an advising checklist to ensure consistent and comprehensive advising for all students. Students are also provided with a handbook that contains important information to help orient and retain students. Advisors go through this handbook with students each semester during the enrollment process. Students are required to meet with an advisor or have in place an approved degree completion plan prior to enrolling. Students complete a degree completion plan in College Orientation, which is a required course for most degrees at MACC. The curriculum for College Orientation also addresses time management and study skills.

The following are additional examples of recent efforts at Moberly Area Community College to enhance student success, particularly in the area of persistence and degree completion:

- “We Want You Back” postcards are mailed at the end of each semester to students who have not yet enrolled for the upcoming semester.
- We offer free noncredit technology training courses prior to and during the first week of the semester to help new students become familiar with instructional technology at MACC.
- A collection of designated textbooks is available at each site for students to check out. These textbooks are resources for students who are awaiting financial aid and do not yet have the funds to purchase their texts. In addition, the College is currently piloting a “textbook reserve fund” to provide students the funds to purchase their books while they are awaiting their financial aid.
- Beginning in fall 2010, the College implemented a new grade point requirement for academic probation and suspension. The former GPA for placing a student on academic probation or suspension was 1.60. The new GPA requirement is 1.75. This allows the College to intervene at an earlier point. When students are notified of their placement on academic probation, they are given an information sheet which provides an overview of MACC resources for struggling students as well as tips for improving their academic performance.
- In fall 2011, a Student Assistance Plan became available to MACC students. This resource provides assistance to students facing personal and behavioral health issues. The service includes phone consultations with trained professionals as well as in-person counseling sessions with licensed network providers. Legal and financial advice is also available as well as other resource and educational materials targeted to the student’s needs.
- In 2009, MACC’s Retention Committee piloted SMART. The program continues to be evaluated in terms of its effectiveness. Plans are underway to modify the program so that students can submit their own names through the online system for SMART services.
- In 2011, MACC made a commitment to enhance default prevention activities and changed the scope of the Default Prevention Specialist job duties from part-time to full-time; consequently, MACC has invested its own resources to provide default prevention and financial literacy services.

2. Describe your institution's efforts to transform remediation, your approach to reform and timeline for implementation.

Part of MACC's commitment to open admission is a strong developmental education program. We have established developmental courses that concentrate on student writing skills, reading skills, math skills, and algebra skills. MACC's developmental program has been undergoing transformative change.

We have recently appointed coordinators for our Developmental English and Math programs to spearhead initiatives in these areas. One potential accelerated route through developmental math and English is through our redesigned curriculum. Our new courses are individualized, mastery-based, immersive courses. Some students have been able to complete two "traditional" developmental math courses in one. This route has also provided an alternative for those students who have been slowed down by repeated failures in traditional developmental courses.

MACC has embedded a "Modeled Reading" resource into selected general education course websites to assist instructors in helping students who struggle as readers as well as to assist students in gaining or improving their own reading strategies. We also occasionally offer our developmental reading course paired with a college level course. Our traditional reading course has recently adopted a more pragmatic text and assistive software that will enable more individualized instruction and extensive practice.

In recent years, we have started collecting data on the number of first-time freshmen who place into developmental writing, reading, and math courses, but we have not tracked how many of those students actually enroll in the developmental courses their first semester at MACC. Advisors do strongly encourage these students to immediately begin their developmental studies, and we are currently developing an enrollment guide for students who are "weak in three" (i.e., place into all three areas of developmental studies). This plan will place restrictions upon which courses these students will be allowed to enroll and will likely mandate the completion of developmental courses in their first semester. Additionally, as part of performance funding in the state, MACC, along with other Missouri community colleges, monitors the success rates of students completing developmental math and writing courses.

Developmental English instructors have also recently intensified their efforts to collect meaningful assessment data and to make curricular changes to improve student learning based upon this data. They have revised their assessment instrument, moving from a standardized, objective test to a faculty-scored pre- and post-writing prompt. They also revised the common syllabus to provide more consistent expectations across all sections of Fundamentals of Writing and to include mandatory student conferences as part of course instruction. They then developed a writing rubric to align with entrance competencies expected for Composition I and mandated the use of the rubric for assessing each writing assignment in Fundamentals of Writing. The English Department Coordinator and the Development English Coordinator communicate regularly with adjunct faculty regarding course expectations and assessment results. Additionally, the enrollment caps on developmental writing courses were lowered from 23 to 18 students to allow for more individualized instruction.

All full-time instructors of Composition I meet every semester to score a random selection of pre- and post-writing samples from students enrolled in Fundamentals of Writing the previous semester. Results are compiled by Learning Center personnel and reviewed by faculty. Pre- to post- scores have been going up in all categories. Faculty have reported that this new assessment process has been valuable in

gauging the learning progress made by students completing Fundamentals of Writing and that they have a better picture of where students struggle the most.

A new assessment process was implemented in fall 2011 for Fundamentals of Critical Reading. Students in all sections complete the COMPASS Reading test at the beginning and take it again at end of the semester as a pre- and post-assessment of their reading skills. Data are reviewed to determine if appropriate reading gains are being made and if any curricular and/or instructional revisions are necessary. Students are allowed to place out of Critical Reading if they score high enough on the pre-test. We have found that a number of students do score high enough, allowing them to move into college-level reading and saving a semester of developmental coursework that may not have been necessary.

We are continuing to use a pre/post-test method of assessment for students in all of our developmental math courses.

Efforts are underway to track the results of students completing the redesigned developmental math and English courses. While we still need several more semesters of data to get a complete picture, qualitative data from students indicate that they are exceptionally pleased with the new format, especially in math. Finally, we now do a comprehensive program review of our developmental education program. Multiple facets of our program are analyzed extensively in this review.

3. Certificates often produce incomes that exceed many associate and even some Bachelor's degrees. How does your institution count certificate completions, especially those earned in one year or more at public institutions? Does your institution factor certificates into state completion goals?

We have designed our CTE programs to include stackable credentials. In most programs, students can complete a Certificate of Specialization in one semester, a Professional Certificate in two semesters, and both of these can build toward an Associate of Applied Science degree.

We count all of our certificates in our completion rates. We intend factor all certificates into our completion goals.

4. A new American majority of students has emerged: most students today must balance the job they need with the higher education they desire. Has your institution developed new delivery structures to help students better balance work and school?

MACC has been innovative in course delivery to accommodate students who have to balance school with other obligations. We offer online, hybrid, and virtual courses as well as eight-week, intersession, summer, and evening courses. All MACC sites now offer a four-day course schedule.

Section IV: Commitment to the Completion Agenda

1. Effective completion strategies are possible only when commitment to improving completion rates is modeled by the highest level administrators and faculty. In this final question, you are asked to list up to eight members of your system or campus team that commit to attend the Missouri Completion Academy. The team must be led by a president or chancellor, chief academic officer or executive vice president. Please submit names and titles on the Missouri Completion Academy Campus Team Roster form.

Dr. Jeffery C. Lashley, College President

Dr. Paula Glover, Vice President for Instruction and CAO

Ms. Michele McCall, Dean of Off-Campus Programs/Instructional Technology

Dr. James Grant, Dean of Student Services

Mr. Chad Wilson, Director of Academic Services

Ms. Jill Mackey, Professor of Language & Literature

Ms. Sara Sapp, Assistant Professor of Mathematics

Ms. Jenny Laughlin, Default Prevention Specialist