



Missouri Completion Academy: The Sequel

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Jefferson City, MO

Team Members

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MCC Completion Strategies

The following strategies for completion were identified:

- Develop a common co-requisite plan
- Create guided pathways to success and block scheduling
- Develop an intrusive advising system

Engagement - Curriculum

- Engagement of Academic Administration and English Faculty to review best practices for acceleration in English courses.
- Financial support for faculty release time to develop a common modular/mastery based curriculum.
- Developed paired courses in schedule to allow a student to accelerate to a college level course.
- Implementation of Supplemental Instruction (SI)

Engagement – Guided Pathways to Improve the Curricular Journey of Students

- Even with the best advising, students often struggle with choosing the appropriate courses to enroll in for each semester.
- Students will often procrastinate enrolling in needed prerequisite courses (math, for example), resulting in a poor learning experience.

Engagement – Guided Pathways to Improve the Curricular Journey of Students

One Solution

- Provide a structured, cohort-based completion plan for students in each program that specifies which courses to enroll in, and when.
- Use the completion plans to also drive the college course schedule, so that courses are offered when students will need them.

Typical Student Planning Guide

Course Sequence Planning Template - ELECTRONICS - SAMPLE AAS - Cohort 2014FALLSTART			
Semester 1		Fall 2014	
Course Designator(s)	Details	Credits	Comment
COLL 100	COLL 100: First-Year Seminar (1)	1	
MATH 103	MATH 103: Technical Mathematics I (3)	3	
INTE 112	INTE 112: Industrial Electrical DC Principles (2)	2	Taken during the first 8 weeks
INTE 113	INTE 113: Industrial Electrical AC Principles (2)	2	Taken during the second 8 weeks
ETEC 152	ETEC 152: Engineering Graphics and CADD I (5)	5	
HIST 120 or HIST 121	HIST 120: US History to 1865 (3) OR HIST 121: US History since 1865 (3)	3	Meet US History requirement of degree
Semester Total:		16	
Semester 2		Spring 2015	
Course Designator(s)	Details	Credits	Comment
MATH 104	MATH 104: Technical Mathematics II (3)	3	
ETEC 130	ETEC 130: Digital Electronics (4)	4	
ETEC 220	ETEC 220: Analog Devices (4)	4	
ENGL 101	ENGL 101: Composition & Reading I (3)	3	
COMM 100	COMM 100: Fundamentals of Speech (3)	3	
Semester Total:		17	

Engagement – Guided Pathways Additional Plans

- Piloting new assessments in Allied Health to reduce credit hours
- Several CTE programs have completed block schedules (CSIS, Graphic Design, Engineering Technology, HVAC)
- A taskforce has been working on a 2 year district schedule for the revised Associate in Arts degree
- Advising tracks are being completed and include success milestones
- Hobson's is being implemented with triggers for early alerts based off of milestones

Engagement – Intrusive Advising

- Student Development Administration, Advising, & Counselors reviewed Customer Relationship Management (CRM) software
- Case management system developed for cohort of students in paired course sequence.
- Common course of COLL 100 used as an orientation/intervention course for student success and FYE
- Use of HOPE scale within COLL 100 to measure non-cognitive elements
- Student Peer Mentors are used to assist in the advising process
- “FOCUS Chat” after COMPASS Testing – personalized contact (for students at risk) with additional information
- Cohorts are being identified for mandatory intrusive advising

Challenges

- Faculty acceptance of change and believing student could achieve in accelerated model
- Standardized curriculum delivery system in multi-campus, multi instructor system
- Curriculum process slow for innovative practices
- Academic and Student Development silos
- Financial Aid system does not support innovative practices or a competency based system
- Integration of CRM with current SDS system takes decision-making and programming time
- Data standardization

Solutions

- Title III Grant “FOCUS” to support initiatives with funding, training and personnel (Six dedicated full time faculty/staff to project)
- Courses piloted for one semester
- Smart sheets used in the interim before CRM implement SDS
- Use of Peer Mentoring with students
- Supplemental Instruction (SI) faculty leaders
- Integration of academic and student development leadership to improve student success

Lessons Learned

- Communicate with all parties involved—not just the faculty
- Make sure you have the right student development people, (student facing) involved in conversations at the campus level to aid in determining gaps and creating a realistic implementation plan
- Assuming that all campuses in the system operate the same is a mistake
- Setting parameters (FTFT Freshman – 30 hours or less) for enrollment in pilots is problematic
- Late enrollment in developmental classes is a culture of the group
- Paired classes do not meet student needs ie ENGL 90/READ 11, need greater flexibility in schedule pairings

Issues yet to be resolved

- Determine financial sustainability of the model by the college.
- Requires a significant amount of support personnel.
- Opportunities for faculty involvement are undefined
- Availability of Financial Aid support for students enrolled in accelerated or alternative course schedule vs. traditional 16 week.
- Continued work to create a “Culture of Student Success” vs. Academic and Student Services silos